SIG

APPLICATION

ORIGINAL

5/21/2010

LOUISA-MUSCATINE COMMUNITY SCHOOL DISTRICT

PERSISTENTLY LOWEST ACHIEVING SCHOOL
MEMORANDUM OF UNDERSTANDING

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the Junior Senior High School, Louisa-Muscatine Community School District and the Louisa-Muscatine Education Association. The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing one of the intervention models for the persistently lowest achieving school for Junior Senior High School.

The terms of this MOU were reached (circle one) mutually as a result of negotiation OR as a result of mediation. (Optional language) The terms of this MOU take effect when Louisa-Muscatine school district is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

___A. *Turnaround model*. Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

___B. *Restart model*. Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

___C. *School closure*. Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

_X_ D. *Transformation model*. Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

II. RESPONSIBILITIES

1. The school district and the employee organization representing school district teachers will collaborate in good faith to ensure alignment and coordination of all planning and implementation activities in order to effectively and efficiently achieve the implementation of the selected intervention model.

2. The school district and the employee organization representing school district teachers will each appoint a key contact person for this school improvement effort.

3. The school district contact and employee organization contact will maintain frequent communication to facilitate cooperation and coordination under this MOU.

4. The school district contact and employee organization contact will work together to assure that implementation of the agreed upon intervention model is occurring.

5. The school district and employee organization will negotiate in good faith to continue to achieve the overall goals actions of the school district's approved School Improvement Grant application.

III. ASSURANCES

The signees hereby certify and represent that they have all requisite power and authority to execute this MOU and will collaborate in good faith to support and advance the implementation of the selected intervention model.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Iowa Department of Education.

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning July 1, 2010 (list start date) and ending upon the expiration of the grant period.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal, State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the school district and the employee organization representing school district teachers agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the school district and the employee organization representing school district teachers.

VI.

The school district and teachers' association agree that the following modifications to the collective bargaining agreement will be made:

VII.
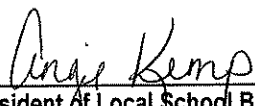
SIGNATURES
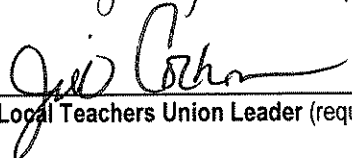
_____   5-19-10
Superintendent (required)   Date

_____   5-18-10
President of Local School Board (required)   Date

_____   5-19-10
Local Teachers Union Leader (required)   Date

Authorized Department of Education Official (required)

ORIGINAL

This form is a required element and must be submitted as part of the grant application
APPLICATION COVER SHEET

DUE: May 21, 2010 by 4:30 pm

Application for School Improvement Grant

NOTE: A separate application must be submitted for each school in your district for which you are requesting funding

Applying LEA Louisa-Muscatine Community School District

Contact person
    Name Scott Grimes
    Title Superintendent
    Address 14478 170th Street
           Letts, IA 52754
    Telephone (319) 726-3541
    Fax   (319) 726-3334
    E-Mail sgrimes@louisa-muscatine.k12.ia.us

School building name for this application Louisa-Muscatine Junior & Senior High School

Designation for this building: Tier I _____ Tier II _X_ Tier III _____

Statement of Assurances

Should a **School Improvement Grant** Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Certification by Authorized or Institutional Official:
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Angie Kemp	Board President
Typed or Printed Name of Authorized Official	Title
Angie Kemp	5-18-10
Signature of Authorized Official	Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 by May 21, 2010, 4:30 p.m.

Abstract
Louisa-Muscatine Community District Junior & Senior High Schools
School Improvement Grant (SIG): Transformation Model Proposal

The Louisa-Muscatine Junior and Senior High Schools has been labeled as a *persistently low achieving school* (PLAS) and they are eligible for Tier II SIG funding. The purpose of the project is to transform the junior & senior high schools through comprehensive curriculum reform and professional development. The ultimate goal of the project is to reach student reading, mathematics, and science ITBS/ITED student proficiency rates (ESEA assessment criteria) of 95% by 2015 in grades 7-11. The SIG funds will be used to build teacher and system capacity to improve teaching and learning as well as sustain those effective teaching practices.

The specific process goal of the project is to fully implement the reform strategies. The comprehensive reform strategies to be implemented are: *Iowa Core Curriculum*, *Differentiated Instruction* (DI), *Instructional Decision-Making* (IDM), *Positive Behavior Intervention Supports* (PBIS), collaborative content data teams, strategy coaching, effective literacy and mathematics instruction, and data-driven implementation practices. Sustainability will be accomplished by establishing routines, protocols, and data systems (collection, analysis, and reporting) for all the strategies. Another key to sustainability will be the use of frequent updates, data sharing/reporting, and time for stakeholders to understand the importance of each improvement action. These actions are expected to create individual teacher efficacy as well as building level collective efficacy around continued implementation of the reform strategies.

Effective training, coaching, collaborative teaming, and ongoing data-driven decision-making processes will be implemented to ensure the strategies are consistently delivered across all classrooms (i.e., sound process structure). Mississippi Bend Area Education Agency (MBAEA) will provide the professional development and, additionally, support teachers through classroom level coaching. The district will establish four 1/2 time internal strategy coaches (DI, PBIS, literacy, and mathematics) to support the transfer of new instructional knowledge and skills by teachers into their classroom practice. In addition, the district is hiring a 1/2 time administrative manager to relieve the principals from some routine duties. The principals will utilize the additional time to be an impactful instructional coach. They will boost teacher effectiveness through the district's evaluation system and they will hold each other accountable for student learning. Effective teaching is expected to be accomplished by providing the teachers with coaching support from the principal and internal coaches. A collaborative content data team structure, involving 4-6 teachers per team, is also expected to improve practices.

The district collaboration and coaching are the keys to success. Therefore, the district is building a very strong partnership with MBAEA. MBAEA has a reputation of meeting the district's teaching and learning needs. MBAEA has committed resources and is customizing its service delivery to be a valuable partner. MBAEA will deliver coaching support, special education services, and mentoring for new teachers to sustain the reform practices. The partnership will be solidified through a common implementation activity involving the National Implementation Research Network (NIRN). NIRN will assist with embedding evidence-based implementation practices into the district and MBAEA service delivery system.

The School Improvement Grant funds are being sought to speed-up the implementation process. The proposal provides substantial capacity building for coaches to work with teachers, teachers to meet frequently within well organized teaming activities, and teachers to attend essential training events. Ultimately, the reform strategies will transfer into high levels of student learning at the junior & senior high schools.

Part 1

[1] <u>Needs Assessment & Analysis (5 points possible)</u>

The Transformation Model was selected through an analysis of needs assessment data. Stakeholders identified the critical teaching and learning needs through the established district needs assessment processes. They also aligned the identified needs to strategies and/or interventions to improve teaching and learning. Stakeholders used self-identified criteria to select an intervention model.

Stakeholders included school board members, the superintendent, superintendent's advisory committee members including parents and teachers, the curriculum director, principals, district leadership team involving teachers and administrators, building leadership teams from the elementary and junior/senior high schools, and teachers' union. These stakeholders engaged in the district's processes to collect, analyze, and evaluate needs assessment data. At times, Mississippi Bend Area Education Agency (MBAEA) facilitated portions of the process through its SINA/DINA Support Team.

Critical Needs & Interventions

Stakeholders analyzed student achievement data (see Tables 1, 2, 3, and 4) and identified critical teaching and learning needs. They identified four critical needs: 1) improve instruction through differentiation to meet varied student learning needs; 2) deploy a system of instructional data-driven decision-making to also meet student learning needs; 3) create a school climate conducive to effective teaching and learning; and 4) support improved teaching through embedded coaching at the classroom level. From the outset, *Iowa Core Curriculum*, a statewide mandate, was recognized as the district's comprehensive curriculum foundation (content concepts and skill expectations, instruction practice norms, and assessment processes). Formative assessment training for all teachers was a key district-wide readiness training this past

3

school year. Stakeholders were asked to identify intervention strategies and a model to improve

teaching and learning through the *Iowa Core Curriculum* framework.

Table 1 – Louisa-Muscatine Reading Achievement Data

Year	7th	8th	9th	10th	11th	7th-11th
05	58.1%	50.8%	70.0%	63.3%	65.4%	
06	67.8%	53.4%	62.0%	61.4%	61.4%	
07	70.0%	60.6%	56.3%	56.1%	67.2%	
08	59.4%	49.3%	53.4%	55.4%	67.1%	61.0%
09	58.2%	47.1%	56.5%	65.0%	71.6%	59.9%
10	59.1%	45.5%	58.9%	62.3%	81.9%	62.1%

Table 2 – Louisa-Muscatine Mathematics Achievement Data

Year	7th	8th	9th	10th	11th	7th-11th
05	58.1%	61.5%	74.3%	67.1%	74.4%	
06	67.8%	73.3%	71.0%	74.1%	71.2%	
07	70.0%	66.7%	67.6%	59.8%	67.2%	
08	59.4%	60.6%	60.3%	56.6%	71.4%	63.4%
09	58.2%	52.9%	63.8%	71.3%	83.6%	67.4%
10	71.2%	60.6%	75.3%	66.2%	81.9%	71.3%

Table 3 – Louisa-Muscatine Science Achievement Data

Year	7th	8th	9th	10th	11th	7th-11th
05	69.4%	56.9%	78.6%	74.7%	76.9%	
06	68.9%	65.0%	69.6%	76.5%	68.5%	
07	73.3%	65.2%	73.2%	70.7%	77.6%	
08	64.1%	70.6%	67.1%	59.0%	72.9%	66.8%
09	59.7%	60.3%	71.0%	61.3%	70.1%	66.0%
10	74.2%	66.7%	69.9%	71.1%	76.4%	71.9%

1. Improve teaching and learning was identified as a high priority critical need.

Stakeholders recognize student performance is below state and AEA averages. The 2010 District

Accreditation Report from the Iowa Department of Education also acknowledged the poor

student performance trends in its recommendations to the school board. (See Table 1, Table 2,

and Table 3; these tables provide historical summaries of grades 7-11 student achievement trends

and chronic below average district performance.) Stakeholders also recognize subgroup

performance presents a consistent achievement gap. Low socioeconomic (students receiving a

free/reduce school lunch) and special education subgroups underperform their peers. (See Table

4) The special education achievement gap is substantial in all three content areas.

**Table 4 – Three Year Grade 8 & 11 Subgroup Performance Compared to All Student
Performance (See Appendix A for a complete reading, math and science data)**

8th Grade Subgroup Performance	2006-2007	2007-2008	2008-2009
Reading –All Students	66%	56%	57%
Reading – Low SES Students	45%	39%	36%
Reading – Special Education Students	0%	9%	20%
Math –All Students	67%	54%	64%
Math – Low SES Students	50%	39%	40%
Math – Special Education Students	17%	9%	40%
Science –All Students	79%	71%	58%
Science – Low SES Students	60%	64%	39%
Science – Special Education Students	17%	40%	9%

11th Grade Subgroup Performance	2006-2007	2007-2008	2008-2009
Reading –All Students	75%	70%	59%
Reading – Low SES Students	61%	63%	50%
Reading – Special Education Students	46%	0%	17%
Math –All Students	68%	77%	65%
Math – Low SES Students	44%	74%	50%
Math – Special Education Students	38%	25%	33%
Science –All Students	78%	77%	68%
Science – Low SES Students	78%	68%	58%
Science – Special Education Students	38%	25%	33%

Teacher and principal turnover have created inconsistencies in instructional practices.

Differentiated Instruction (DI) was chosen as a tool/strategy to address the identified teaching

and learning priorities. DI will support instruction within the "core" to maximize the success of

every student. In addition, evidence-based literacy and math strategies will be a companion as a

content/skill area conduit for teachers to apply their new learning together. First, DI meets the

junior & senior high schools' teaching and learning needs; second, DI was selected because

MBAEA training expertise and coaching support is readily accessible.

2. A system of instructional data-driven decision-making was identified as another

critical need. Stakeholders found a lack of data-driven protocols aligned to effective instructional

decision-making at the junior & senior high schools. *Instructional Decision-Making* (IDM) was

selected as a data-driven process because the Iowa Department of Education and MBAEA have

resources to support district level implementation. Furthermore, the new statewide special

education procedures require such a process and, likely, upcoming reauthorization of the federal

Elementary & Secondary Education Act will also require IDM (nationally known as *Response to*

Intervention or RTI). Stakeholders found adopting IDM was an easy decision.

IDM adoption provides additional benefits to the junior high and senior high

collaborative content data teams. It will formalize decision-making protocols. Professional

Learning Communities (PLC) training occurred years ago for teachers, and those PLC teams

never fully matured. Therefore, the grant proposal emphasizes time and training for teachers to

effectively learn and embed IDM protocols through frequent, organized collaborative content

data team contact time, support, and accountability for results. IDM is an ideal structure to

implement DI, PBIS, literacy and math strategies, and accountability for results.

3. Create a positive school climate was yet another critical identified need. Recently,

teachers and students reported student behavior issues interfered with teaching and learning.

Data from the 2010 District Accreditation Report and Iowa Youth Survey feedback indicated

learning climate issues at the junior/senior high schools. Table 5 highlights a few school climate

need areas identified during needs assessment processes.

Table 5 – Iowa Youth Survey Key School Climate Needs

2008 - Iowa Youth Survey Data	Need Areas
11th Grade School Expectations	52% Favorable
11th Grade Teacher/Student Support	12% Favorable
11th Grade Self-Confidence	49% Favorable
11th Grade Bullying	43% Favorable
11th Grade Adults Stop Bullying	31% Favorable

Positive Behavior Intervention Supports (PBIS) was selected to address the climate issues

because it is a nationally known evidence-based school climate intervention; plus, the elementary

school is having early success and other schools within the region have reported success. PBIS is

fully supported by MBAEA and Iowa Department of Education. MBAEA has the trainers, coaching, and data collection/analysis supports to ensure full implementation with fidelity.

4. Support improved teaching and learning through embedded coaching was recognized as an extremely important need. With so many new teachers, stakeholders felt it was a priority to support teachers throughout the reform efforts. Stakeholders expressed commitment to coaching derived from its evidence-base. Transferring new teacher knowledge and skills into practice through coaching in the classroom is 95% successful. Beverly Showers, professional development consultant hired by the Iowa Department of Education to develop the Iowa Professional Development Model (IPDM), shared research findings during the IPDM development process.

Stakeholders agreed the grant proposal needed to include external and internal coaching. MBAEA will provide training and coaching for Iowa Core, IDM, DI, literacy, mathematics, collaborative teaming, and PBIS. Internal coaches have been identified for DI, literacy and math strategies, and PBIS. The need for embedded coaching was a priority listed by the district leadership teams. MBAEA has offered yet another coaching facet for the district. MBAEA will support the superintendent, curriculum director, principals, and junior/senior high school leadership teams with implementation coaching. Significant research findings from the National Implementation Research Network (NIRN Co-Directors: Dean L. Fixsen and Karen A. Base) reported high three-year success rates (84%) using the evidence-based implementation processes. Grant funding will be vital to effectively building the school's capacity to address the needs identified during the comprehensive needs assessment process.

Intervention Model Selection Analysis

The Transformation Model was selected. Table 6 summarizes the stakeholder analysis of district data and information to establish model selection criteria. Criteria used to select an

intervention model were: a) immediate impact on improved student achievement; b) feasibility, the ability to implement quickly; c) stakeholder willingness; and d) sustainability following the grant period. Stakeholders agreed it was important to continue and build on the comprehensive curriculum and instruction reform efforts recently initiated in the district.

Table 6 – [REQUIRED] LEA Summary & Conclusion of the Needs Assessment Analysis

Name of School: Louisa-Muscatine Junior & Senior High Schools	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment	**LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment**
1. Curriculum and Resources • Iowa Core essential concepts and skills • Alignment between assessments and curricula • Assessment data from other district-wide assessments • Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown	• Iowa Core action plan will be ready by 7/1/10. • Already planning to write of grade level skill statements summer 2010. • Align, annually, ITBS/ITED basic skill per AEA 9 Standards website and complete item analysis (ITBS/ITED) • Need to improve ACT student outcomes: % above score of 20 – 56% 2006-07; 64% 2007-08; and 62% 2008-09 • Need to improve reading, math and science achievement for all students including the low socioeconomic and special education subgroups see Tables 1, 2, 3 & 4
2. Schedule and Classroom • School vision and mission • School Safety • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available	• Have an aligned district vision and mission • Have identified school climate issues, Iowa Youth Survey, see Table 5 • Positive 2009 attendance rate trends (95%), low student mobility rate (11%), high (43%) teacher mobility (past two years) • Supportive parent climate feedback, district surveys • Concerns by parents in the accreditation feedback about timely feedback from teachers
3. Administration and staffing • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities	• Acceptable teacher-student ratio - overall 7-12 Ratio: 17, Junior high ratio: 1: 23, HS ratio: 1:24 • Adequate system supports 1 FTE counselor, 1 FTE At-Risk Coordinator., 5 FTE Special Educations Teachers, 10 FTE paraprofessionals, 1 FTE librarian, and 1 FTE Junior High Learning Center facilitator • Need more coaching within professional development and collaborative team time with better data-driven protocols • Need more professional development feedback
4. Student and parent involvement • Iowa Youth Survey data • Evidence of parent/community involvement in school	• Need to address school climate issues see Table 4, Iowa Youth Survey summary data • High attendance of extracurricular events, and stakeholder involvement - Parents/Community represented on At-Risk Committee., Building Leadership Team, SIAC, Building & Grounds Committee, and Activities Committee

a. Immediate impact on improved student achievement was essential to selecting an intervention model. The Transformation Model permits the junior & senior high schools to aggressively implement the recently identified strategies: *Iowa Core Curriculum*, *Instructional Decision-Making* (IDM), *Differentiated Instruction* (ASCD's DI Model), and *Positive Behavior Intervention Supports* (PBIS). The grant affords the district an opportunity to speed-up the reform process, accelerate implementation, and improve teaching and learning.

Stakeholders agreed the Transformation Model was a "good fit" for the junior & senior high schools. They felt a de facto Turnaround Model has already occurred. The junior high and senior high principals were new; there was a 43% junior & senior high schools teacher turnover; and a comprehensive curriculum reform effort has been underway. The Restart Model, closing and reopening as a charter school, would delay implementation at least a year, if not more, because the earliest a charter school could open is August 2011. Another option, School Closure Model (sending students to neighboring schools and closing the existing district schools) does not benefit Louisa-Muscatine students. A surrounding school, within travel distance, producing high achievement among all subgroups and effectively reforming its system was not found; stakeholders did not find any substantive difference among neighboring schools. Furthermore, two nearby high school options are also labeled *persistently low achieving schools* (PLAS). Stakeholders are excited about the prospect of implementing their comprehensive reform effort through the Transformation Model.

b. Feasibility, the ability to implement quickly, was another key criterion to selecting an intervention model. MBAEA has already allocated resources to support Iowa Core, IDM, DI, and PBIS training, implementation coaching, and data collection/analysis for 2010-2011. Tentative action plans already exist. The grant will allow the district to quickly build internal capacity through widespread implementation of coaching. The grant funds will provide

principals with time to be instructional leaders (get into classrooms and coach). A part-time administrative manager will be employed through the grant period to perform routine administrative duties. Therefore, the Transformation Model captures the momentum and readiness for the change effort already initiated within the district.

c. Stakeholder willingness was vital to selecting an intervention model. Stakeholders have a vested interest in the current comprehensive curriculum reform initiatives they identified and initiated during the 2009-2010 school year. The district has demonstrated its commitment to reform by replacing a high school principal, adding a junior high principal, employing new teachers, creating widespread stakeholder consensus, and planning with MBAEA. Stakeholders believe the Transformation Model aligns with the recently developed plans.

d. Sustainability was an indispensable criterion for selecting an intervention model. Heavy investment in the current curriculum reform action plans was a significant reason to select the Transformation Model. The ability to embed coaching support soon through the grant is another reason for selecting the model. The grant proposal also enables the junior & senior high schools to accelerate capacity building and realize positive student learning gains quickly. Stakeholder commitment to other models such as charter schools or sending students to neighboring schools does not exist.

[2] Capacity (10 points possible)

The district has the capacity to implement the Transformation Model, and it has the capacity to sustain the reform strategies. The district, in partnership with MBAEA, has capacity to sustain the identified improvement strategies. The district seeks a School Improvement Grant (SIG) to provide capacity building funding, over the next 36 months, to realize system reform and student achievement gains quickly.

Strategy #1 is to improve teaching and learning through *Instructional Decision-Making (IDM) and Differentiated Instruction (DI).* Embedded in the strategy are district literacy and math strategies. The teachers will receive training, classroom level coaching, and process their new learning through collaborative content data teams (4-6 teachers). Internal and external coaches will assist teachers with demonstrations, practice, and classroom level feedback. The principals will frequently engage teachers as an instructional leader through the evaluation process using principal and teacher coaching conversations to ensure fidelity. MBAEA is a full partner, providing training and coaching support.

Strategy #2 is to create a school climate/culture conducive to learning. *Positive Behavior Intervention Supports* (PBIS) was selected as the evidence-based intervention based on the success at the elementary school and successful implementation in neighboring districts. Internal and external coaches will assist administrators and teachers with training and coaching support to ensure effective implementation. PBIS has a data collection and analysis system already incorporated into the program, and the junior & senior high schools will use the data at all levels (teacher, data teams, building leadership teams, and district leadership team).

Strategy #3 is to embed coaching and mentoring to ensure sustainability. During the grant period, district administrators, in partnership with MBAEA, will establish internal coaches (5 1/2 time FTE coaches). The coaches will learn effective coaching skills and work with classroom teachers. After the grant, the district will retain the internal coaches. The grant provides the coaches with capacity building and learning time. Mentoring programs will be developed and established during the grant period with assistance from MBAEA. In the future, new teachers will engage in a two-year mentoring program. The mentoring program will provide teachers with knowledge, skills, coaching, and confidence to effectively implement the reform strategies in their classroom. The mentoring program is essential to sustainability.

11

Implementation & Sustaining

Monitoring the Transformation Model (see Table 7). Scott Grimes, Superintendent; Peggy Colton, Curriculum Director; Roger Thornburg, High School Principal; Stacey Beatty, Junior High Principal; and Doug McBride, Elementary Principal will meet monthly with Dr. Edward Gronlund, Margaret VanFossen, JoAnne Dixson, MBAEA administrators, to form an implementation team. The implementation team will engage Dean Fixsen and Karen Blase, Co-Directors, and Melissa Van Dyke, Director of Technical Assistance from National Implementation Research Network (NIRN) to support the team's efforts with process and data. The NIRN staff will meet twice a year face-to-face and periodically electronically with the team to support their learning and data collection, analysis, and evaluation activities.

The team will use NIRN's Implementation and Scale-up of Effective Educational Practices resource guide. (See Appendix C.) Implementation team will invite various coaches, trainers, and lead teachers to periodically join the team's conversations to enrich the input. The implementation team is responsible to ensure district-wide full implementation and sustainability. See Table 7, the monitoring plan includes: a) teachers collect and analyze classroom student learning data (at least weekly) as well as lesson artifacts to study instructional practices during their individual time with strategy coaches, principals, and collaborative content data teams; b) strategy coaches, principals, and MBAEA trainers/coaches regularly collect the teacher classroom implementation data, analyze the data, and share the analysis at least monthly first with the building leadership teams, then with the teachers; and c) the implementation team involving district and MBAEA administrators process all the data, ensure the resources are available, and problem-solve technical system issues to improve implementation. Monitoring plan includes oversight of implementation and professional development.

Table 7 – Model & Intervention Monitoring and Persons Responsible

Intervention	Monitoring Data	Person's Responsible	
		District	MBAEA
Implementation Team	PD Training Evaluations Lesson Artifacts Formative Lesson Data Student Learning Data Coaching Feedback	Superintendent Curriculum Director Principals	Edward Gronlund Margaret VanFossen JoAnne Dixson
Dean Fixsen, Karen Blasé, and Melissa Van Dyke, National Implement Research Network, will provide two days of training per year on effective data collection, analysis, and decision-making.			
Implementation Team Supports all the interventions listed below.			
Instructional Decision-Making (IDM)	Student Effectiveness Data: • Core Cycle • Supplemental Cycle • Intensive Cycle	Principals Coaches Teachers	Trainers Coaches
Differentiated Instruction (DI) Literacy Strategies Math Strategies	• Teacher student data • Teacher lesson artifacts • Coaching observations • Collaborative content data team meeting minutes and data • PD Training feedback	Principals Coaches Each team Teachers	Trainers Coaches
Positive Behavior Intervention Supports	• Team Implementation Checklist (TIC) on www.pbssurveys.org • Self Assessment Survey on www.pbssurveys.org • Benchmarks of Quality (BOQ) on www.pbssurveys.org • Office Discipline Referral (ODR) run reports at least monthly from building data system • Classroom Assessments (classroom survey and self assessment PBIS materials) • Student, parent and staff surveys (PBIS materials) • School Wide Evaluation Tool (SET) Annual implementation measure	Principal Coaches Each Team Teachers	Trainer Coaches
The collaborative content data teams will annually (May) display their professional development and implementation (DI, literacy, and math strategies) growth through the "Adult Science Fair" activity format presented Dr. Douglas Reeves. These presentations will be shared among the entire faculty each May and displayed on the district's website to communicate progress to all stakeholders.			

Internally and externally everyone receives ongoing communication about progress and changes needed in implementation activities. The process includes implementation work at the school board table to support the reform effort. Students and parents will also receive monthly progress reports, and the district will use a variety of feedback vehicles (electronic, published newsletters, or mail) to gather stakeholder perspectives and input.

Professional development training feedback will be collected from teachers and collectively from the collaborative content data teams. The feedback will be used by the implementation team and building leadership teams. The analysis of the feedback will also be shared with the coaches and MBAEA trainers/coaches. Frequent communication to the school board, parents, and students is another key aspect of the monitoring plan.

Collaborative content data teams (4-6 teachers), loosely structured as Professional Learning Communities, will provide an essential professional development and implementation structure for strategy demonstrations, practice, lesson study, and feedback. The teams will filter and share data to make adjustments to practice. Frequent formative student performance data monitoring is the foundation of these collaborative teacher teams.

District professional development time and resources, ARRA federal funds, and MBAEA support are all aligned to the proposed project. The district reform effort is also supported by the Iowa Core funds through an integration of Iowa Core through all the strategies listed in Table 7.

[3] <u>Design and implement Intervention Models (15 points possible)</u>

The Louisa-Muscatine's Transformation Model's goal is to implement comprehensive curriculum reform and improve professional development especially resources to support the transfer of new learning into classroom level teaching practices. The specific goals are:

- Fully implement the *Iowa Core Curriculum* by 2015.

- Fully implement *Instructional Decision-Making* (IDM) and *Differentiated Instruction* (DI) by 2015.

    o Fully implement the district's reading strategies

    o Fully implement the district's math strategies

- Fully implement *Positive Behavior Intervention Supports* (PBIS) by 2013.

14

- Fully implement ongoing weekly collaborative content data teams (Professional Learning Communities) by 2012.

- Fully implement internal strategy coaches within the district to support the transfer of professional development learning into practice and mentor new teachers to effectively sustain the comprehensive curriculum reform strategies.

The specifications of fully implemented goals are: 1) teacher, collaborative team, building, and district level data collection, analysis, and progress reporting protocols are practiced for all strategies; 2) school board members, teachers, parents, and students receive strategy progress updates at least four times a year (general public press releases); 3) every teacher has at least one conversation per month with their principal about accountability for student learning through the strategies; and 4) time and resources are made available to new teachers to fully practice the strategies.

The actions to fully implement the model and strategies are: 1) provide awareness and understanding activities with teachers, students, and parents; 2) train teachers to practice the strategies: 3) learn the new strategies through demonstrations, practice, coaching, collaborative teams, and feedback (includes direct coaching and feedback from the principals); 4) data collection, analysis, and reporting systems ensuring student learning and strategy progress data are publicly shared and accessible to students, parents, teachers, and school board members; and 5) embed all the strategies and practices into the fabric of the district through handbooks, procedures, and policies.

An innovative design feature is easy communication access between trainers, external coaches, internal coaches, teachers, and administrators. MBAEA is supporting electronic meeting software and access so that MBAEA trainers and external coaches can frequently connect with internal coaches and teachers to facilitate ongoing coaching support. Flip cameras

will be used to video classroom practices; and, share and critique those video instructional artifacts to provide concrete coaching progress feedback.

The indicators of progress toward full implementation are the responsibility of the district implementation team to communicate and provide feedback. The team will share with all stakeholders the milestones of progress for all the strategies and student learning goals. The detailed action plans for each strategy are presented on the following pages 16-33.

- Iowa Core Curriculum Action Plan, page 17.

- Differentiated Instruction Action Plan, page 19.

- Positive Behavior Intervention Supports Action Plan, page 26.

- Collaborative Content Data Teams & Coaching Action Plan, page 30.

- Alignment District Strategies to the Model Requirements, page 32.

L & M Iowa Core Action Plan

Action Step	Activity	Resources	Evidence/Indicator	Timeline
Outcome One: School Leaders build and sustain system capacity to implement the Iowa Core				
Action 1.a.6: District Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core in their district.	**Activity:** The Iowa Core leadership team will meet regularly to develop professional development activities for instructional staff. The activities will include discussion of Differentiated Instruction, essential concepts and skills, and alignment.	**Financial:** Monies for weekly meetings **Personnel:** Iowa Core Leadership Team, substitutes for planning meetings **Materials:** print	**Evidence of Progress:** Professional Development Plan created for instructional staff Meeting agendas	Iowa Core Leadership Team Meetings: Monthly – September – May Team meetings weekly – September - May
Action1.a. 8: District Leadership Team engages in discussion with local school board on program of Iowa Core Curriculum	**Activity:** The Iowa Core Leadership Team and district administrator will update the board at a minimum of three times per academic year. The presentations to the board will include an overview of the Implementation Plan, Alignment to the Essential Concepts and Skills, and revisions to the 2011/2012 Implementation Plan.	**Financial Personnel:** Iowa Core Leadership Team and administrator **Materials:**	**Evidence of Progress:** School Board Agenda and Minutes	School Board Presentations in Fall, Winter, and Spring
Outcome Two: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.				
Action 2.a.1: Community members understand the Iowa Core Curriculum.	**Activity:** The Iowa Core Leadership Team develops a communication plan which includes strategies to inform community members of Louisa-Muscatine's vision of the Iowa Core. The Strategies include: Electronic newsletter articles, parent and/or conferences, presentations to the Lions Club, Grandview Federated club, and SIAC.	**Financial Personnel: Iowa Core Leadership Team and administrator Materials:** website, power point	**Evidence of Progress:** Documentation of Communication Plan Documentation of shared presentations of the vision	Parent conferences conducted in fall and spring Electronic newsletter posted on district website quarterly **Meetings with SIAC -**
Outcome Three: A continuous improvement process to improve teaching and learning is used at the district and school level.				
Action 3.b.1: Leadership Team uses Self Study annual results to monitor progress of Iowa Core Curriculum implementation over time	**Activity:** The Iowa Core Leadership Team will conduct a review of the: • Self Study • Learning Supports Continuum • Curriculum Alignment • Professional Development Plan • Instructional/Assessment Review The Iowa Core Leadership Team will also review graduation rates, percentage of students passing, discipline referrals, and walk through data in preparation for the revision of the Iowa Core Implementation Plan.	**Financial Personnel:** Iowa Core Leadership Team, administrators **Materials Time:**	Annual completion of the Self Study and completion of all related reviews Documentation data reviewed Documentation that results are used to inform revision of the Implementation Plan	Self Study and revisions of the 2011/12 Iowa Core Implementation Plan completed by June, 2011

Outcome Four: District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core.

	Activity		Evidence of Progress	
Action 4.c.2: Educators use alignment data to help make decision regarding the alignment of the enacted to the intended curriculum.	**Activity:** Core Content Area teams will meet during the summer of 2010 to align the written district curriculum to the Iowa Core by Core Content areas all grade levels.	**Financial:** Iowa Core funding **Personnel:** Core Content Area Teams, administrator, AEA staff **Materials:** **Time:**	**Evidence of Progress:** List of teachers required to complete alignment activities with dates indicating when requirements were completed.	Alignment process to begin summer 2010 and ongoing

Outcome Five: Educators engage in professional development focused on implementing the characteristics of effective instruction and demonstrate understanding of essential concepts and skills;.

Action 5.b.1: Educators engage in professional development that contains all elements of effective professional development (IPDM)	**Activity:** The instructional staff is provided sustained professional development focused on "Teaching for Understanding", "Teaching for Learner Differences" and "Assessment for Learning" through Differentiated Instruction. Differentiated Instruction incorporates the Iowa Professional Development model by providing: Theory, Research, Demonstration, and Collaboration.	**Financial:** **Personnel:** AEA trainers, instructional staff, Differentiated Instruction Leadership Team **Materials:** **Time:**	**Evidence of Progress:** Professional Development calendar and attendance rosters	Differentiated Instruction Leadership Team receives training for two days in August Differentiated Instruction Leadership Team meets monthly – August through May Professional Development is provided to Instructional staff monthly

Outcome Six: Educators implement effective instructional practices to ensure high levels of learning for each and every student.

Action 6.a.1: Educators form and maintain collaborative teams	**Activity:** The Iowa Core Leadership Team/Administrative Team will develop a calendar of regularly scheduled meeting times for content area teams. The team will use a carousel process and examples from walk-throughs to rollout the characteristics of effective instruction. After the initial rollout, content area teams will use collaborative time to share strategies currently in practice. Cross-curricular teams will also be used to provide more resources.	**Financial:** Iowa Core funds for teacher time **Personnel:** Iowa Core Leadership Team, Instructional Staff **Materials:** DuFour "Professional Learning Communities"	**Evidence of Progress:** Professional Development Plan Analysis of collaborative team agendas and minutes	Iowa Core Leadership Team will develop a calendar for collaborative team meetings in August 2010

18

IMPLEMENTAITON PLAN
Differentiated Instruction and Instructional Decision Making

Implementation Plan for Differentiated Instruction – Louisa-Muscatine, 2010-2011

Date(Timeline)	Action	Activities	Specific Goals	Indicators of Progress	Person(people) responsible
Aug. 24 (8:00-11:30)	Introduction to DI: What it is, what it is not • Why DI-why now(connection to IC and formative assessment) • Mindset of teaching as it relates to the deep structures of schooling • Key vocab. • Introduction to the 5 non-negotiables	• Actively participate in table conversations focused around mindset, and deep structures of schooling. • Watch video clip of key vocab. Demonstrated in a DI Classroom • Engage in "think-dot" activity	Participants will understand that: • Differentiation is a way of thinking about teaching and learning • For differentiation to work well, teachers need to begin with good curriculum, practice ongoing assessment, design respectful activities, and practice flexible grouping within a welcoming/safe environment	• Observational data based on engagement of participants in various activities • Exit card: "Three things you learned, 2 things you hope to learn, and one thing you already knew."	Linda Mannhardt/ Nicole Peterson
Aug. 30 (2:30-3:45)	Non-negotiable of Supportive Learning Environment: • Importance of building a community of learners(Research supported) • Introduction of 7 characteristics of Classroom Community	• Individually reflect on "Building Community" within classroom using "Neighborhood" Matrix	Participants will understand that: • The differentiated classroom is a place where the teacher leads the students in developing the attitudes, beliefs, and practices that characterize a supportive learning environment	• Observational data based on completion of "Neighborhood" Matrix	Linda Mannhardt/ Nicole Peterson

19

Date	Content	Activities	Objectives	Assessment	Facilitator
Sept. 13th (2:30-3:45)	Non-negotiable of Supportive Learning Environment: • In depth look at 7 characteristics of Classroom Community	Actively participate in table share and collaborative group activity	Participants will Understand that: • The differentiated classroom is a place where the teacher leads the students in developing the attitudes, beliefs, and practices that characterize a supportive learning environment	• Seven posters w/cumulative ideas synthesized from participants (this will be typed –up and given to them as a tool to use) • Exit Card: This will serve as a reflection on how well their group worked together: "Using a scale of 1-5 (1 being at the low end of the scale) rate the overall group's performance based on collaboration, participation of all table mates, and efficiency of the task AND state why this rating was given."	Linda Mannhardt/ Nicole Peterson
Oct. 4th (2:30-3:45)	Non-negotiable of Supportive Learning Environment: • Physical Space Management (in relation to routines, procedures, and engagement techniques)	• Individually reflect on planned purpose of room arrangement and materials for student use • Jigsaw management techniques • Begin Anchor Activity	Participants will Understand that: • The differentiated classroom is a place where the teacher leads the students in developing the attitudes, beliefs, and practices that characterize a supportive learning environment	• Participation in reflection activity • Engagement in jigsaw activity • Complete Anchor Activity	Linda Mannhardt/ Nicole Peterson/ Teachers

20

Date/Time	Content	Participants will	Deliverables	People Responsible
Oct. 11th (8:00-11:30)	Non-negotiable of Supportive Learning Environment: • Share Anchor Activity • Know your Learners (through Interest and Learning Profile) • Share development of Anchor Activities • Actively participate in "How learners are different today" • Complete Sternberg Learning Profile Survey • Begin to develop student tasks from Sternberg's Intelligences of Analytical, Practical, and Creative	Participants will Understand that: • The differentiated classroom is a place where the teacher leads the students in developing the attitudes, beliefs, and practices that characterize a supportive learning environment	• Completion of Anchor Activities • Develop student tasks based on Sternberg's Intelligences • Complete Walk-Through Implementation focused on Supportive Learning Environment (During month of October)	• Linda Mannhardt/ Nicole Peterson/ Teachers • Linda/ Nicole/ Administration/ Teacher Leaders
Nov. 1st (2:30-3:45)	Non-negotiable of Quality Curriculum: • Definition of curriculum (not just the text book) • Importance of having a focused curriculum • Knows (facts), Dos (Skills), Understands (Conceptual Learning, Transferable Ideas) • Actively participate in small group conversations around content presented	Participants will Understand that: • Differentiation begins with defensible, clearly articulated curriculum and instruction. • Clearly articulating what students need to know, understand and be able to do, allows the teacher to create multiple pathways for learning	• Teachers will turn in Sternberg Tasks • Exit card: Make connection between KUD and Clear Learning Targets	• Linda/ Nicole/ Administration/ Teacher leaders
Nov. 29th (2:30-3:45)	Non-negotiable of Quality Curriculum: • Continue with Knows, Understands, and Dos (KUD) • Content Examples • Actively participate in small group conversations focused well written Understands • Take KUD Quiz and discuss	Participants will Understand that: • Differentiation begins with defensible, clearly articulated curriculum and	• Participation in planned discussions and activities	Linda Mannhardt/ Nicole Peterson

	Distinguish between Skillful Dos (final outcomes) and Activities	Participate in KUD sort and discuss; If time allows- teachers will begin working on writing their 1st KUD	instruction. Clearly articulating what students need to know, understand and be able to do, allows the teacher to create multiple pathways for learning.		Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders
Dec. 6th (2:30-3:45)	Non-negotiable of Quality Curriculum: Modeling of writing KUD; Work time on KUD-Focus on one prep, can work on content area groups or individually	Work on KUD; Receive feedback on Sternberg Tasks	Participants will Understand that: The development of KUDs will allow the curriculum to be focused in a way that will allow multiple pathways for students to be successful.	Complete one KUD-turned in by December 17th. Expectation: ALL KUDs completed for one prep by end of the school year; Complete Walk-Through Implementation focused on Supportive Learning Environment (During month of December)	
Jan. 3rd (2:30-3:45)	Non-negotiable of Quality Curriculum: KUD Work; Read Article: TBA ("Feedback that Fits")	Receive feedback on KUD/make revisions; Read article and find a partner to discuss (with guided questions provided)-This will serve as an Anchor Activity while teachers are waiting	Participants will Understand that: The development of KUDs will allow the curriculum to be focused in a way that will allow multiple pathways for students to be successful.	Actively participate in reading and discussion; Receive KUD feedback in a manner that will promote change; Continue working on KUDs	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders

Date	Non-negotiable	Activities	Understanding	Do	Facilitators
Jan. 31st (2:30-3:45)	Non-negotiable of Quality Curriculum: • Read and discuss article, "Understanding Understanding"	for their feedback • Begin revising or working on 2nd KUD • Read article "Understanding Understanding" • Discuss through Jigsaw strategy	Participants will Understand that: • The development of KUDs will allow the curriculum to be focused in a way that will allow multiple pathways for students to be successful.	• Continue working on KUDs	Linda Mannhardt/ Nicole Peterson/ Administrators and Teacher Leaders will need to decide how KUD feedback will be given
Feb. 7th (2:30-3:45)	Non-negotiable of Respectful Tasks: • Definition of Respectful Tasks • How the KUD leads to Respectful Tasks • Classroom examples	• Actively participate in small group conversations • Individually complete guiding questions that accompany classroom examples • Jigsaw and share "answers" to questions	Participants will Understand that: • All work leads to unit goals • All students are expected to achieve at high levels • All work is equally engaging and challenging	• Actively participate in small group and large group conversations • Exit card: Define "Respectful Task" and explain the relationship between KUDs and R.T. • Continue working on KUDs	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders-feedback and coaching on progress of KUDs
March 7th (2:30-3:45)	Non-negotiable of Respectful Tasks: • Respectful Task cards • Model how to write Respectful Tasks from KUD	• Actively participate in small group conversation deciding if scenarios on task cards are respectful and be able to support your answer • Revisit Sternberg tasks they created earlier in the year and/or KUD	Participants will Understand that: • All work leads to unit goals • All students are expected to achieve at high levels • All work is equally engaging and challenging	• Actively participate in Respectful Task Card Activity • Begin designing Respectful Tasks from one of their KUDs for either Student Interest or Learning Profile • Continue working on KUDs • Complete Walk-Through	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders

Date/Time	Non-negotiable of Respectful Tasks	Activities	Participants will Understand	Implementation	Responsible
				Implementation focused on Supportive Learning Environment (During month of March)	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders
March 14th (8:00-11:30)	Non-negotiable of Respectful Tasks: • Sternberg Video • Equalizer tool (used to plan for readiness) • Introduction of Tiering • Model Tiered activity from KUD	• Watch video and reflect on process the teacher goes through in order to plan • Analyze and evaluate "equalizer" tool-discuss • Begin working from a KUD to plan for readiness using Tiering	Participants will Understand that: • All work leads to unit goals • All students are expected to achieve at high levels • All work is equally engaging and challenging	• Exit Card: In thinking about the three non-negotiables of DI that you have learned about this year, which one do you feel is still "fuzzy" and what do you need in order to move forward with your DI work? • Design respectful tasks based on student readiness using Tiering strategy • Continue working on KUDs	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders
April 4th (2:30-3:45)	Non-negotiable of Respectful Tasks: • Respectful Task Work	• Work on preparing for sharing out time in May	Participants will Understand that: • All work leads to unit goals • All students are expected to achieve at high levels • All work is equally engaging and challenging	• Progression on work focused on: KUDs and Respectful Tasks • Prepare for "Science Fair" • Complete Walk-Through • Implementation focused on Supportive	Linda Mannhardt/ Nicole Peterson/ Administration/ Teacher Leaders

May 2nd (2:30-3:45)	Sharing Out	Science Fair	Participants will Understand that: • DI is a long-term journey that requires successes to be celebrated along the way in order to continue changing teacher practice resulting in improved student achievement.	Learning Environment (During month of April) • Science Fair Participation	All participants

25

IMPLEMENTAITON PLAN
Positive Behavior Intervention Supports

PBIS Implementation Plan

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide discipline based on a Response to Intervention (RTI) model. PBIS applies evidence-based programs, practices and strategies for all students to:
- Increase academic performance
- Improve safety
- Decrease problem behavior
- Establish a positive school culture

Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

Four Elements of PBIS

PBIS applies a team-based, problem-solving process that considers systems, data, practices, and outcomes.

Systems include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems. Systems support accurate and durable implementation of practices and use data-based decision making.

Data are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.

Practices include the strategies and programs that are used to directly enhance student learning outcomes and teacher instructional approaches.

Outcomes are academic and behavioral targets that are endorsed and emphasized by students, families and educators and are measured using the gathered data.

The implementation process of PBIS
- PBIS Overview to staff
- Obtain and document 80% staff "buy-in" for each building
- Establish PBIS Building Leadership Teams
- Designate internal and external PBIS coaches
- PBIS Building Leadership Teams are trained by MBAEA PBIS trainers
- PBIS Building Leadership Teams train building staff
- Entire school community implements PBIS
- PBIS Building Leadership Teams meets on a regular basis to guide implementation and collect and analyze data

Mississippi Bend Area Education Agency will provide Positive Behavior Interventions and Supports (PBIS) Trainers:

Linda Ryan, Jill Yates and another trainer TBD
- Provide a PBIS overview to school staff
- Provide a minimum of 4 days of implementation training for schools in their first year of PBIS and 3 days of training to school teams in the second year and three days of training in the third year. Additional training needs can be negotiated as needed
- Notify school teams of state and national level training that is available
- Provide training in developing data collection and analysis system
- Set up school accounts with www.pbssurveys.org, provide schools with account numbers, and open surveys as needed
- Provide technical support to coaches and teams as requested

Positive Behavior Interventions and Support External Coach:

Linda Ryan
- Provide consultation at PBIS building team meetings at the school
- Attend PBIS training with school team.
- Attend coaches' trainings at the AEA

Louisa-Muscatine School District will:
- Designate a PBIS Leadership Team for each building comprised of teachers and staff representative of the school, an administrator, parent(s), and when appropriate student(s).
- Designate an internal coach for each of the PBIS Building Leadership Teams who will also serve as a

communication contact with MBAEA and organize team tasks.

- Send each PBIS Building Leadership Team for implementation training. Four days of training is required in the initial year and 3 days in the second year and 3 days in the third year.
- Provide time for coaches to attend additional coaches training, generally two hours monthly via ICN and conducted by the Iowa Department of Education.
- Provide time for PBIS Building Teams to meet on a monthly basis, at minimum.
- Chose a data collection system that will be used to make data based decisions
- Provide time and a designated staff member to input behavior data and run reports for team meetings
- Follow commitments as outlined on the PBIS Training Matrix.
- Complete PBIS surveys at www.pbssurveys.org, including Team Implementation Checklist, Self-Assessment, and/or Benchmarks of Quality as directed in training.
- Complete SET (School Wide Evaluation Tool) on a yearly basis
- Designate time for the PBIS Building Team to present and train building staff on implementing PBIS components
- Convene a District-Wide PBIS Work Group where representatives from each building team would report on their building-level PBIS implementation activities to ensure all efforts are coordinated, aligned, and articulated district wide.

PBIS Preparation			
Days	**Topics**	**Audience**	**Responsible Parties**
06-04-10	PBIS Overview	Entire school staff	PBIS Trainer PBIS External Coach
June 2010	Staff Self Assessment Survey Document 80% staff "buy-in"		

Year One: Tier One (Universal, Core)			
Days	**Topics**	**Audience**	**Responsible Parties**
Y1 Day 1 TBD Summer 2010	• SW-PBIS Overview • Role of Team Members • Developing Expectations • Teaching Expectations • Action Plan Development	PBIS Building Leadership Teams	PBIS Trainers PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams
Y1 Day 2 TBD October 2010	• Data Systems: data-based decision making • Developing an Office Discipline Referral system	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Team
Y1 Day 3 TBD February 2011	• Consequence System • Family Involvement Planning • Non-classroom Interventions	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Team
Y1 Day 4 TBD April 2011	• Sustainability • Coaching • Using Resources • Introduction to classroom interventions	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach

Days	Topics	Audience	Responsible Parties
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Team

Year Two: Tier Two (Supplemental, Targeted)			
Days	**Topics**	**Audience**	**Responsible Parties**
Y2 Day 1 TBD	• Working Toward Sustainability, student involvement and community connections • Data-based decision making: Using ODR data	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams
Y2 Day 2	• Classroom Interventions • Targeted interventions	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams
Y2 Day 3	• Introduction to Intensive interventions • Review and update expectations, teaching plans acknowledgement system, consequence system, data system, and family involvement	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams

Year Three: Tier Three (Individual, Intensive)			
Days	**Topics**	**Audience**	**Responsible Parties**
Y3 Day 1	• Review classroom interventions • Review Targeted interventions	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams
Y3 Day 2	• Understanding intensive interventions (FBA and BIP)	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff Training	Content determined by PBIS Building Leadership Team and based on training received as of that date and school action plan.	Building Staff	PBIS Building Leadership Teams
Y3 Day 3	• Preparing for sustainability • Expanding student and family involvement • Data-based decision making: Advanced use of ODR • On-going use of data systems	PBIS Building Leadership Teams	PBIS Trainer PBIS External Coach
3rd Monday Building Staff	Content determined by PBIS Building Leadership Team and based on training	Building Staff	PBIS Building Leadership Teams

Training	received as of that date and school action plan.		

PBIS Data Collection and Analysis

PBIS Team training includes data collection and analysis each of the three years.

PBIS Building Teams will collect, review and analyze data on a monthly basis for problem solving and developing school-wide strategies. Teams modify action plan as indicated by data. Data guide on going decision making procedures. External coach will support team in these data related tasks.

PBIS Building Teams will share data, as requested, with MBAEA for regional and state level program evaluation.

Sources of Data:
- Team Implementation Checklist (TIC) on www.pbssurveys.org
- Self Assessment Survey on www.pbssurveys.org
- Benchmarks of Quality (BOQ) on www.pbssurveys.org
- Office Discipline Referral (ODR) run reports at least monthly from building data system
- Classroom Assessments (classroom survey and self assessment PBIS materials)
- Student, parent and staff surveys (PBIS materials)
- School Wide Evaluation Tool (SET) Annual implementation measure
- Team PBIS Products Book (team profile, annual action plan, meeting notes, ect)

IMPLEMENTATION PLAN
Collaborative Content Data Teams & Coaching

Year 1 2010-2011			
Timeline	**Activity**	**Person's Responsible**	**Measurable Target**
August 2010	Internal & external coaches train together on effective coaching techniques	Principal Margaret VanFossen AEA	Coaching skill survey
	Collaborative content data teams train on effective team protocols	Principal Internal Coaches Margaret VanFossen AEA	Team protocols
September 2010	Internal & external coaches role play coaching together and practice constructive feedback	Principal Margaret VanFossen AEA	Reflections about the feedback
	Teams are supported by internal coaches and principal – teams meet one hour weekly	Principal Internal Coaches Margaret VanFossen AEA	Team protocols
October 2010	Internal & external coaches visit all teachers classrooms	Principal Margaret VanFossen AEA	Reflect on feedback to teachers
	Teams are supported by internal coaches and principal – team meet one hour weekly	Principal Internal Coaches Margaret VanFossen AEA	Team protocols
November to December 2010	Coaches have established a routine of visiting classrooms	Principal Internal Coaches Margaret VanFossen AEA	Coaches share their feedback statements with other coaches and reflect on the quality of feedback
	Teams reflect on the nature, scope, and impact within their classroom of the reform strategies – internal coaches and principal participate in the meetings	Principal Internal Coaches Margaret VanFossen AEA	Team protocols Feedback from teachers about their awareness and understanding of the reform effort
January to April 2011	Coaches have established a routine of visiting classrooms and are providing demonstrations within classrooms	Principal Internal Coaches Margaret VanFossen AEA	Coaches collect student feedback about the classroom demonstrations
	Teams have DI and PBIS conversations and identify ways to practice PD in their classroom	Principal Internal Coaches Margaret VanFossen AEA	Teachers collect initial artifacts from classroom practice and share with coaches and principal
May 2010	Coaches and teachers have an "Adult Science Fair" to share their new learning. Utilize the Reeves Model.		
Year 2 2011-2012			
Timeline	**Activity**	**Person's Responsible**	**Measurable Target**
August 2011	Internal & external coaches train together on effective lesson study	Principal Margaret VanFossen AEA	Coaching skill survey
	Collaborative content data teams train on effective lesson study	Principal Internal Coaches Margaret VanFossen AEA	Lesson study protocols
September to December 2011	Internal & external coaches are in classrooms providing feedback regularly	Principal Margaret VanFossen AEA	Frequent feedback to teachers
	Teams engage in lesson study learning supported by internal	Principal Internal Coaches	Lesson study protocols

30

Timeline	Activity	Person's Responsible	Measurable Target
	coaches and principal – teams meet one hour weekly	Margaret VanFossen AEA	
January to April 2012	Internal & external coaches visit classrooms and begin sharing building level progress data with all teachers	Principal Margaret VanFossen AEA	Regular progress data shared
	Teams begin meeting without support – team meet one hour weekly (principal stops by)	Principal Margaret VanFossen AEA	Team meeting minutes are shared with all faculty
May 2012	Coaches and teachers have an "Adult Science Fair" to share their new learning. Utilize the Reeves Model.		
Year 3 2012-2013			
Timeline	Activity	Person's Responsible	Measurable Target
August 2012 April 2013	Coaches have established a routine of visiting classrooms and sharing feedback with teachers and the entire building	Principal Internal Coaches	Data-driven PD data collection, analysis, and reporting has been established
	Teams are using lesson study, seek coaches as resources, and identify instructional adjustments to improve teaching and learning	Principal	Teams share their meeting minutes, data collection analysis, lessons, and data-driven decisions
May 2013	Coaches and teachers have an "Adult Science Fair" to share their new learning. Utilize the Reeves Model.		
Strategy trainers, external coaches, and internal coaches within each strategy meet at least monthly to train together, problem-solve, and share data. The meetings will be sometimes face-to-face and increasingly the meetings will be held electronically. It is a goal to have frequent, short, effective implementation conversations between the trainers and the coaches.			

REQUIREMENTS OF SELECTED MODEL
Alignment District Strategies to the Model Requirements

REQUIRED LEA Activities TRANS-FORMATION Model		TRANSFORMATION Required ACTIVITIES
Replace Principal (except those hired previously as part of turn-around or transformation	✓	Waiver – replaced the principal last year
Operational flexibility (calendar, time, budget, staffing)	✓	Change staffing – • Add administrative assistant for the principal ½ time • Add DI, literacy, math, and PBIS ½ time coaches • Add time to the day so that teachers meet in collaborative content data teams (PLCs)
Replace >50% of Staff using "locally adopted competencies"		43% turnover in teachers and the replacements are new to the profession.
Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	✓	• Provide the principal more time to be an instructional coach – in classroom coaching • PLCs (content teams) will be held accountable for data-driven decision-making • Implement IDM – data driven rich system
Identify/reward effective personnel & remove ineffective personnel	✓	• Added time for the principal to have conversations with teachers focused on the 8 Iowa Teaching Standards with an emphasis on the student achievement related criteria. • Insert the collaborative content data team data collection and analysis into the conversation between the principal and teacher.
High-quality, ongoing, job-embedded, instructionally aligned professional development	✓	• Frequent time for teachers to use their PLCs for data-driven decision-making • Hire DI, PBIS, and literacy coaches ½ time • MBAEA training coaching support • MBAEA support the building leadership team and principal with school reform implementation coaching
Financial incentives, career opportunities and flexible work conditions	✓	• Adding 1 hour per week collaborative content data team time • Adding time beyond the contract to attend PBIS workshops • Providing teachers with renewal/graduate credit for the district PD initiatives
New governance structure is a permissible activity		NA
Use data to identify and implement an instructional program that is research-based and vertically aligned	✓	DI, PBIS, literacy and math strategies, IDM are being implemented K-12. PBIS is already underway at the elementary. The needs assessment analysis indicate these strategies benefit teaching and learning across the district.

Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students	✓	• IDM • DI • PLCs
Establish schedules and implement strategies that provide increased learning time	✓	• Lowering behavior issues (PBIS) will increase learning time during current schedule. • Add a Success Center—subject level support—for student failing classes during the school day (access issue for students).
Socio-emotional and community supports		NA
Ongoing family and community engagement	✓	• Team Success initiative has been created to increase parent and community involvement. • Math and literacy nights for parents—connected to other school events—to assist parents with effective learning supports at home.
Ongoing intensive technical assistance from LEA, SEA or external partner	✓	MBAEA allocated resources 2010-2013 to support training and coaching—DI, reading, math, IDM, PBIS, and Iowa Core.

Part 2

[4] Recruit, screen, and select external providers (10 points possible)

The external providers are MBAEA and NIRN. MBAEA has a long history of high

quality service and expertise to meet the needs of school districts. MBAEA personnel are highly

qualified to coach and train the proposed strategies. DI/IDM, professional development process,

and PBIS strategies are supported by the Iowa Department of Education. The Department's

website provides a lengthy evidence-base and history of success. The Department has supported

the training of AEA staff to deliver DI/IDM, professional development processes, and PBIS

(training and coaching). The AEA staff supporting literacy and math strategies were also trained

and supported by the Department, and the evidence-base for these strategies is also found on the

Department's website. MBAEA staff member's qualifications regarding the proposal are:

MBAEA External Provider Qualifications and Experience

Strategy	Role	Person	Qualifications
Implementation	Coach	Dr. Edward Gronlund	Evaluation Specialists Federal Evaluation Experience Evaluator Approval Trainer IDM Specialists
Implementation	Coach	Margaret VanFossen	Instructional Coaching Collaborative Data Teams SINA/DINA Evaluation Approval Trainer
Differentiated Instruction	Trainer/Coach	Linda Mannhardt	ASCD recognized DI trainer
IDM	Trainer/Coach	Margaret VanFossen	Statewide IDM trainer
PBIS	Trainer	Jill Yates	Certified PBIS trainer
PBIS	Coach	Linda Ryan	Certified PBIS trainer
Iowa Core	Facilitator/Consultant	Amy Wichman	Statewide Iowa Core Trainer

Dean Fixsen, NIRN, has consulted with the Iowa Department of Education to develop the

recent Race to the Top application. NIRN is consulting with many state departments of education

across the nation supporting effective implementation practices. Dr. Edward Gronlund, MBAEA,

has had numerous conversations with Fixsen, Blase, and Van Dyke. Van Dyke, on May 4,

presented the NIRN evidence-base at the MBAEA Superintendents' Retreat (see Appendix C).

The NIRN research indicates intervention implementation utilizing a set of evidence-based

practices has an 84% success rate within a three-year period. A summary of the NIRN staff

members qualifications for supporting the proposal are:

NIRN External Provider Qualifications and Expertise

Dean L. Fixsen, Ph.D. began his career in human services in 1963 as a Psychiatric Aide in a large state hospital for children with profound developmental delays. Dean combined this work with education and received his doctorate in Experimental Psychology from the University of Kansas in 1970. Beginning in 1969 he served as Co-Director of the Achievement Place Research Project during the years of intense research on the treatment components of the Teaching-Family Model. In 1975, Dean was one of five Teaching-Family researchers who moved to Father Flanagan's Boys' Home to transition that large organization from institutional care to family-based care for boys and girls. In 1979, Dean, Karen I, and others began developing and evaluating a system to replicate and implement the Teaching-Family Model nationally. In 1986, Dean and his colleagues helped to establish and test adaptations and extensions of the Teaching-Family Model in home-based treatment settings and treatment foster care settings in Alberta, Canada and developed self-help Family Resource Centers in neighborhoods in Calgary. In 1995, Dean began to focus on the critical dimensions associated with national implementation of a variety of evidence-based programs. This work has led to a major review of the implementation evaluation literature, reviews of successful implementation practices, and the development of a network of program purveyors, implementation sites, family and cultural experts, state and federal policy makers, and researchers.
Karen A. Blase, Ph.D. has been a program developer, researcher, trainer, program evaluator and published author in the human service field for over 30 years. She has been privileged to serve as the President of the Foster Family-based Treatment Association of North America and President of the international Teaching-Family Association. Throughout her career, Karen has had extensive involvement in knowledge utilization, dissemination, and program replication including developing training programs, fidelity standards, and certification programs for staff and agencies. Karen received her doctorate in Developmental and Child Psychology from the University of Kansas with a focus on school-based interventions and community-based services for children and youth involved with juvenile justice and child welfare. Her professional career has involved establishing a network of community-based group homes for youth involved with the juvenile justice system in rural North Carolina. Her work at Father Flanagan's Boys Home (now Girls and Boys Town) included working extensively with agencies and governments in 13 states and 2 provinces to establish community-based human service programs with a strong evidence base. A major interest has been the development, implementation, adaptation, and quality improvement of exemplary service models, evidence-based programs and practices, and strategies for effective scale-up and systems change. As part of a research team, Dr. Blase was involved in completing a major review and synthesis of the implementation literature. http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/ This extensive review of implementation strategies and proposed frameworks is providing guidance for the adoption and utilization of evidence-based programs and practices. Karen currently is a Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Karen is Co-Director, along with Dean Fixsen, of the National Implementation Research Network http://nirn.fpg.unc.edu. Karen and Dean Fixsen also are Co-Directors of the OSEP State Implementation and Scaling up Evidence-based Practices Center http://www.scalingup.org.
Melissa Van Dyke, LCSW, MSW, is the Director of Technical Assistance Services at the National Implementation Research Network (NIRN) located at UNC's FPG Child Development Institute. Melissa obtained her Bachelor of Arts in Psychology from the University of Oregon and a Master of Social Work from the University of Michigan, with a focus on Interpersonal Practice and Policy. Before joining the NIRN team, Melissa worked for twelve years in state government in New Mexico, working with families and youth in both the child welfare and the juvenile justice systems. Along with her years in direct service, Melissa worked in the areas of staff development (training) and administration (as Deputy Superintendent of a large juvenile correctional facility). Melissa's current research interests include organizational change and system transformation, systems coaching, and complexity sciences. Her recent efforts include working with state and federal initiatives related to scaling up evidence-based practices in K-12 education, evidence-based early childhood programs, and leadership development in Child Welfare. She has also worked with community and state initiatives to transform mental health service systems.

MBAEA, an external provider, will develop equitable, transparent, rigorous assistance with the implementation plan. MBAEA will have an onsite presence, support data collection and sharing, and frequent face-to-face and electronic interactions with administrators and teachers. MBAEA will also coach Scott Grimes, Superintendent; Peggy Colton, Curriculum Director; Roger Thornburg, High School Principal; Stacey Beatty, Junior High Principal; and Doug McBride, Elementary Principal during monthly meetings to effectively implement the Transformation Model and its strategies. MBAEA will use the Implementation and Scale-up of Effective Educational Practices, developed by NIRN, as a resource to guide their coaching work (see Appendix C). The monthly meetings will also include various coaches, trainers, and lead teachers to periodically join the conversations to enrich the input. Accountability for results and sustainability are a mutual responsibility of the district and AEA administrators.

[5] Alignment of Resources with the Interventions (5 points possible)

The proposal utilizes district, federal ARRA, and Iowa Core funds along with the grant funds. The Transformation Model activities encompass the district's five-year professional development and practice implementation energy. The district is allocating every possible resource available to successfully initiate, implement, and sustain the reform strategies. Improving student learning is the **number one priority**. An estimated resource allocation for each strategy is found in Table 8.

Table 8 – Three-Year Alignment of Resources to Interventions

Year 1	District Funds	ARRA Funds	IC Funds	SIG Funds
DI & IDM Strategy	$84,360			$64,408
PBIS Strategy	District PD $	$68,713		$19,495
Math Strategy	District PD $			$37,947
Literacy Strategy	District PD $			$42,060
Administrative Manager	District PD $			$27,143
Curriculum Alignment	$36,075		$15,000	

Year 1 – Across all strategies is implementation team work with NIRN.

Year 2	District Funds	ARRA Funds	IC Funds	SIG Funds
DI & IDM Strategy	$84,360	NA		$61,005
PBIS Strategy	District PD $	NA		$52,298
Math Strategy	District PD $	NA		$39,589
Literacy Strategy	District PD $	NA		$43,868
Administrative Manager	District PD $	NA		$28,160
Curriculum Alignment	$36,075	NA		

Year 2 – Across all strategies is implementation team work with NIRN.

Year 3	District Funds	ARRA Funds	IC Funds	SIG Funds
DI & IDM Strategy	$84,360	NA		$62,866
PBIS Strategy	District PD $	NA		$53,833
Math Strategy	District PD $	NA		$40,716
Literacy Strategy	District PD $	NA		$45,146
Administrative Manager	District PD $	NA		$29,103
Curriculum Alignment	$36,075	NA		

Year 3 – Across all strategies is implementation team work with NIRN.

The vast majority of the grant funds provide internal coaches and additional time for teachers (salary and benefits) to meet in data teams. A small amount is used for the NIRN experts and materials. The district is already funding substantial time during the school day for the training activities and follow-up. The resources together are directly providing the time for training, coaching support, and materials.

[6] Policy and Practice Modifications (15 points possible)

Louisa-Muscatine Community School District (board, administrators, teachers and other stakeholders) selected the Transformation Model for three reasons. First, the district's teaching and learning needs are met through the model's comprehensive curriculum reform, improved professional development, effective use of learning time, and data-driven decision-making structure requirements. Second, the model met the district's selection criteria: immediate impact on improved student achievement; feasibility, the ability to implement quickly; stakeholder willingness; and sustainability following the grant period. The third reason and a very important

one, the model does not require policy modifications. The district has the ability to fully implement the Transformation Model through existing district policies.

The Transformation Model requires the district to replace the principal. The district has employed two new principals (junior high and senior high) within the past two years. The junior high principal was added in 2008-2009 and senior high principal was a new hire in 2009-2010 (replacing an existing high school principal). Theses principals are eligible to be retained under the Transformation Model requirements because they have been principals less than two years. These new principals have been instrumental leaders initiating the reform plans.

The Model requires rigorous, transparent and equitable teacher and leader evaluation system using student growth in significant part and other measures and designed with teacher and/or leader input. The current Iowa Teacher Quality Standards (ITQS) and Iowa Standards for School Leaders (ISSL)—Appendix D lists the standards and criteria—address teacher and principal accountability for student learning. The district has procedures and policy regarding the use of the state's performance standards within its evaluation system.

The ITQS criteria directly support and are aligned to the comprehensive reform strategies (DI, IDM, PBIS, collaborative teaming, literacy and math strategies, and data-driven decision-making). The district leaders have carefully examined the standards and criteria to ensure the alignment. An example of the alignment is Standard 1; it sets expectations for providing evidence of student learning, implementing strategies to meet district goals, creating a positive learning culture, contributes to a culture of improved student learning, and communicating effectively with all stakeholder audiences. Standard 1 and the criteria are aligned to the purpose and actions of the capacity building sought through this application. The proposal does provide

38

capacity building to better execute the current evaluation system. Teacher artifact gathering and student learning documentation activities will be aligned to the reform efforts.

The junior high and senior high principals and the superintendent have already had conversations aligning ISSL to the reform effort. The principals will be gathering artifacts and student learning results to demonstrate competence in all 6 leadership standards. The high school principal will have a 1/2 time administrative manager. The manager will be responsible for student discipline support and other routine administrative duties. The high school principal will gain more time to be an instructional leader and coach. The administrative manager will assume some responsibilities to also support the junior high principal. The MBAEA trainers have identified a variety of measures for the principals and teachers to use in order to create artifacts and student learning progress data. The current evaluation system, executed properly, will support implementation of the reform effort.

Evaluation system success is enhanced by the coaching resources (MBAEA and district coaches). Principals and teachers will be fully supported by coaches to adequately provide everyone an opportunity to learn the new skills and practices. District leaders modeled the coaching support after the successful Atlanta Public Schools (Georgia) system; Atlanta provides teachers and principals with strategy coaching and high quality professional development (demonstration, practice, feedback, and clear expectations). The model was so successful, Atlanta teachers voted (83%) to implement a groundbreaking performance-based evaluation system.

The Model requires identifying and/or rewarding effective personnel and removing ineffective personnel. The ITQS and ISSL standards clearly articulate administrator and teacher accountability for student learning. After district leadership reviewed the standards, it is apparent the standards cannot be met if student achievement and the learning climate do not improve. The

self efficacy and collective efficacy generated through competency (demonstrating all standards and criteria) is a reward. Through the reform efforts, teachers also will have more effective teaching time each school day. Ineffective teachers or principals will be fairly treated through the intensive assistant phases of the current evaluation system. The new data-driven systems will speed-up the process if anyone is unable to meet the performance standards.

The Model requires high-quality, ongoing, job embedded, and instructionally aligned professional development. The proposal adds internal and external coaches to support teacher acquisition of new knowledge and skills. The coaching in the classroom support has an evidence-base indicating 95% learning transfer rate. The teachers will have at least one hour per week to work in a collaborative content data team to apply and embed their learning and continuously improve instruction. The coaching responsibilities are aligned to the reform strategies. The principals will also be instructional leaders supporting sustainability at the classroom level.

Financial incentives, career opportunities and flexible work conditions. The district is adding the coaching responsibility and intends to sustain the coaching roles after the grant period. This new coaching role is an added career opportunity within the district. The teachers are provided an extra hour per week paid to meet in their data teams. This provides an opportunity to speed-up implementation. After the grant period, the additional team time will no longer be needed. Sufficient time already exists within the school schedule for high performing teams; the grant capacity building (additional hour per week) will assist teams with quickly reaching the high performance teaming level.

Use data to identify and implement an instructional program that is research-based and vertically aligned. DI, PBIS, IDM, literacy strategies, and math strategies are all Iowa

40

Department of Education initiatives. The research-base is found on the Department website. The strategies are being implemented K-12.

Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The DI, IDM, and PBIS are data-driven strategies. These strategies have a differentiation foundation in their implementation. The MBAEA trainers have identified data collection, analysis, and reporting processes to facilitate implementation. The district leaders are using the NIRN evidence-based implementation strategies to guide district-wide implementation and data use.

Ongoing family and community engagement. The district will provide ongoing communication regarding the reform effort and its implementation. The district is establishing a location on its website to provide information and implementation data.

Ongoing intensive assistance from an external partner. MBAEA has allocated trainers, external coaches, and supports to the district. MBAEA support will continue after the grant period to ensure sustainability. MBAEA will provide strategy support and coaching to sustain the reform effort through mentoring and training new teachers.

Conclusion: The district does not have practice, procedure, or policy conflicts with implementing the Transformation Model and/or the reform strategies. The implementation process fits current district practices and policies.

[7] Sustainability (5 points possible)

The district is committed to sustaining the coaching roles. Using district resources to fund the coaches will be the most important sustainability strategy by the district. However, the district recognizes uncertain financial times so it may reduce current proposed 1/2 time positions to something less (1/3 or 1/4) after the grant period for budgetary reasons. It is believed the coaches and their ongoing support of the reform strategies will sustain implementation.

Establishing data collection, analysis, and reporting systems during the grant period is another key sustainability strategy. It is important for teachers, administrators, and community to expect a data rich environment. These data practices will routinely be examined annually following the grant. The district believes the self and collective efficacy generated by the success of the reform efforts will be the biggest sustainability driver.

The district has begun conversations with MBAEA trainers and administrators that all reform efforts will include the development of formal training and mentoring activities to support new teachers or principals in the future. MBAEA will also provide training and mentoring in the future for new staff. It is very important that new staff have at least two years of support to ensure sustainability of the reform efforts.

Louisa-Muscatine and MBAEA have agreed to design and support a two-year mentoring program for new staff. During the grant period, the training will be developed and supports will be identified. Furthermore, the conversations will also include the ongoing training to sustain the reform among the existing staff. The coaching role will be a key aspect of the ongoing training. The coaches and principals will continue to visit classrooms (after the grant period) and sustaining the data-driven teams are key factors in sustaining the reform effort.

The district will begin to communicate the reform effort through parent-teacher conferences. The conferences will include: a) what is the reform effort; b) what activities are going on in the classroom; and c) their child's performance are linked to the reform. The various community and parent advisory groups will engage in reform conversations and input will be sought. Newsletters about the reform including implementation and student data will periodically be mailed. The district's website will communicate all aspects of the reform effort.

The NIRN experts will help the district leaders use the evidence-based implementation practices—see Appendix C—to establish an effective evaluation strategy that continually aligns

goals, actions, outcomes, and data. Dr. Edward Gronlund, MBAEA evaluation consultant, and Margaret VanFossen, MBAEA instructional coach, will support the district leaders and staff to fully implement a data rich environment to sustain the reform effort. Gronlund and VanFossen will also support new administrator training and mentoring to also sustain the reform efforts.

[8] Budget Narrative

Louisa-Muscatine Community School District seeks $647,637 over a three-year period to implement a capacity building SIG application. A three-year budget is presented detailing the project costs. Itemized budget is presented below followed by a budget narrative.

Itemized Budget

	Year 1	Year 2	Year 3	Total
Personnel				
Salary	$131,355.00	$160,645.65	165,465.02	**$457,465.67**
Benefits	$30,177.83	$39,403.50	$41,578.89	**$111,160.22**
Expenses (Mileage, Meals, Lodging)	$5,000.00	$5,000.00	$5,000.00	**$15,000.00**
Professional Services				
Honorarium	$14,500.00	$10,000.00	$10,000.00	**$34,500.00**
Expenses (Mileage, Meals, Lodging)	$3,000.00	$3,000.00	$3,000.00	**$9,000.00**
Instructional Materials	$798.00			**$798.00**
Supplies and Materials	$2,000.00	$1,900.00	$1,500.00	**$5,400.00**
Other – specify:				
Other – specify:				
Administrative Costs (allowable indirect cost rate) (2.26%)	$4,222.38	$4,970.85	$5,119.89	**$14,313.12**
Total	**$191,053.21**	**$224,920.00**	**$231,663.80**	**$647,637.01**

Budget Narrative

Personnel - $583,626

Salaries – [district coaches] 1/2 time PBIS coach, 1/2 time DI coach, 1/2 time literacy coach, 1/2 time math coach, and 1/2 time administrative manager. Salaries are based on the teacher's salary schedule placement. 40 teachers receive $25 per hour each week (1

hour for 36 weeks) for additional collaborative content data team work (purchasing 1,440 staff hours per year).

NOTE – 1/2 PBIS coach, YEAR 1, will be paid with ARRA funds. The other coaches are funded all three years.

Benefits – District internal coaches' benefits include 1/2 of the teacher contract benefit package paid by the district: IPERS, FICA, health care and other employment related costs. The 40 teachers receive only IPERS and FICA, district contribution, within the benefit costs.

Salaries	Year 1	Year 2	Year 3	Total
½ PBIS Coach - TBA	ARRA Funds	$25,350	$26,110	$51,461
½ DI Coach - Noble	$32,175	$33,140	$34,134	$99,450
½ literacy coach – Peterson	$23,400	$24,102	$24,825	$72,327
½ math coach - Kracht	$19,890	$20,487	$21,101	$61,478
½ administrative manager - Kracht	$19,890	$20,487	$21,101	$61,478
Teaming - 40 teachers, 1 hr weekly (36 hrs) @ $25/hr	$36,000	$37,080	$38,192	$111,272
Total Salaries	**$131,355**	**$160,646**	**$165,465**	**$457,466**
Benefits	$30,178	$39,404	$41,579	$111,160

Expenses – 5 teachers will attend the national DI conference each year. The funds cover travel expenses and registrations costs only.

Professional Services - $43,500

Honorarium – The district is purchasing an external ASCD DI coach at a total cost of $9,500, Year 1, $5,000 Year 2, and $5,000 Year 3 totaling $19,500. The district is purchasing two consultant days from NIRN ($2,500 per day) each year.

Expenses – Travel costs for the NIRN consultants to travel two days per year. The estimated cost per year is $3,000 per year ($9,000 total).

Instructional Materials - $798

ASCD Differentiation Classroom Book – purchase 40 books at $19.95 per book.

Supplies and Materials - $5,400

PBIS printing – Teachers have access to print funds for the additional classroom printing: Year 1 $1000; Year 2 $500; and Year $500 ($2000 total).

Teacher coaching supplies and materials – Strategy coaches (4) will receive an annual budget of $250 each (4 coaches = $1000 total per year) for content supplies to support their work with teachers.

Resource Materials – Year 2 for IDM process displays for teachers and students estimated to be $400.

Administrative Indirect Costs - $14,313

Indirect Costs – Louisa-Muscatine Community School District has a state designated 2.26% indirect cost rate. The cost rate was applied to the costs Personnel, Professional Services, Instructional Materials, and Supplies & Materials costs of the grant.

Implementation Timeline
(Required – No points awarded)

The district's implementation timeline follows with strategies, activities, and persons responsible. Section 3, Design and Implementation Models, includes the detailed action plans for each strategy. The timeline summarizes implementation plans presented in the application:

Year 1: 2010-2011, SIG Funding

Strategy	Activities	Persons Responsible	Data Source
Differentiated Instruction & IDM (Literacy & Math)	• DI understanding • Community Building • Learning Environment • Management • KUD	Principal DI Trainers DI External Coaches DI Internal Coach Bldg Leadership Team	Relections Exit Cards KUDs
Positive Behavior Intervention Supports	• Tier One – universal and core training • Develop Expectations • Building Level Team (Roles)	Principal PBIS Trainer PBIS External Coach PBIS Internal Coach Bldg Leadership Team	Procedures Data Use Practices

Professional Development (Coaching & Teaming)	• Coaching
	  o Training
	  o Practice time
	  o Visit classrooms
	• Teaming
	  o Intensive renewed training for data teams
	  o Coaches support data team meetings
	  o Principal support data team meetings
	  o Meet weekly for an hour
		Principal
		External Coaches
		Internal strategy coaches
			Protocols
			Data collection

Year 2: 2011-2012, SIG Funding

Strategy	Activities	Persons Responsible	Data Source
Differentiated Instruction & IDM (Literacy & Math)	• Learning Environment • Management • KUD • Lesson Study • Sharing Practice	Principal DI Trainers DI External Coaches DI Internal Coach Bldg Leadership Team	KUDs DI Lessons Classroom Observations
Positive Behavior Intervention Supports	• Tier II – supplemental and targeted • Data usage • Classroom interventions • Parent and community connections	Principal PBIS Trainer PBIS External Coach PBIS Internal Coach Bldg Leadership Team	Data-driven decision Feedback loops Positive discipline trend
Professional Development (Coaching & Teaming)	• Coaching - training lesson study, effective feedback, data gathering, and clear classroom visit routines • Teaming - lesson study, data analysis, & meet weekly for an hour	Principal Internal Coaches External Coaches Teachers	Protocols Lesson study Data collection Results

Year 3: 2012-2013, SIG Funding

Strategy	Activities	Persons Responsible	Data Source
Differentiated Instruction & IDM (Literacy & Math)	• Lesson Study • Sharing Practice	Principal DI Trainers DI External Coaches DI Internal Coach Bldg Leadership Team	DI Lessons Classroom Observations
Positive Behavior Intervention Supports	• Tier III – individual and intensive • Intensive interventions • Review and sustainability	Principal PBIS Trainer PBIS External Coach PBIS Internal Coach Bldg Leadership Team	Problem-solving Data routines Decreased discipline issues
Professional Development (Coaching & Teaming)	• Constant lesson study • Coaches are team resources • Principal rotates to meetings • Meet weekly for an hour	Principal Teachers	Protocols Lesson study Data collection Results

Year 4: 2013-2014, Sustainability

Strategy	Activities	Persons Responsible	Data Source
Differentiated Instruction & IDM (Literacy & Math)	• Lesson Study • Sharing Practice	Principal DI External Coaches DI Internal Coach Bldg Leadership Team	DI Lessons Classroom Observations
Positive Behavior Intervention Supports	• Problem-solving • Identifying strategies to meet emerging issues • Data-driven decision-making	Principal PBIS Internal Coach Bldg Leadership Team	Increased teaching time Few discipline issues
Professional Development (Coaching & Teaming)	• Constant lesson study • Coaches are team resources • Principal rotates to meetings • Meet weekly for an hour	Principal Teachers	Protocols Lesson study Data collection Results

Year 5: 2014-2015, Sustainability

Strategy	Activities	Persons Responsible	Data Source
Differentiated Instruction & IDM (Literacy & Math)	• Lesson Study • Sharing Practice	Principal DI External Coaches DI Internal Coach Bldg Leadership Team	DI Lessons Classroom Observations
Positive Behavior Intervention Supports	• Problem-solving • Identifying strategies to meet emerging issues • Data-driven decision-making	Principal PBIS Internal Coach Bldg Leadership Team	Increased teaching time Few discipline issues
Professional Development (Coaching & Teaming)	• Constant lesson study • Coaches are team resources • Principal rotates to meetings • Meet weekly for an hour	Principal Teachers	Protocols Lesson study Data collection Results

Annual Goals for Student Achievement
(Required – No points awarded)

The overall goal of the district using data-driven decision-making strategies is by 2015:

95% proficiency rate in language arts, reading, math, and science for grades 7, 8, 9, 10, and 11 on the ITBS/ITED (state ESEA assessment) and 75% proficiency rate for the special education subgroup on the same assessment plus the alternate assessment data. What does this mean? By 2015, the district will have gone from an estimated 90 students in grades 7-12 being academically unsuccessful to less than 10 students. This represents an 89% drop in the district's non-proficiency rate. How did this happen? <u>The key to reaching the overall goal is the effective **execution** of the coaching and collaborative teams to support teacher efforts to transform their classroom practices.</u>

The district established minimum annual achievement goals for grades 7, 8, 9, 10, and 11 based on *No Child Left Behind* (NCLB), <u>Safe Harbor</u> criteria. These goals are measured by the State's ESEA assessments (ITBS/ITED) in both reading/language arts and mathematics. The annual goals are targets set each year based on the NCLB progress requirement of reducing the percentage of students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year (Safe Harbor definition).

District leaders believe the proposed improvement plan, once fully implemented, will accelerate learning drastically especially during the 2013-14 and 2014-15 school years. The three-year Safe Harbor, NCLB, grade level minimum content area proficiency rate targets are:

Grade 7 – Student Achievement Goals/Targets as measured by ITBS

Content Area	2009-2010 Baseline	2010-2011 Goal Target	2011-2012 Goal Target	2012-2013 Goal Target
Language Arts	67%	70%	73%	76%
Reading	59%	63%	67%	70%
Mathematics	71%	74%	77%	79%
Science	74%	77%	79%	81%

Grade 8 – Student Achievement Goals/Targets as measured by ITBS

Content Area	2009-2010 Baseline	2010-2011 Goal Target	2011-2012 Goal Target	2012-2013 Goal Target
Language Arts	47%	52%	57%	61%
Reading	46%	51%	56%	60%
Mathematics	61%	65%	68%	71%
Science	67%	70%	73%	76%

Grade 9 – Student Achievement Goals/Targets as measured by ITED

Content Area	2009-2010 Baseline	2010-2011 Goal Target	2011-2012 Goal Target	2012-2013 Goal Target
Language Arts	59%	63%	67%	70%
Reading	59%	63%	67%	70%
Mathematics	75%	78%	80%	82%
Science	70%	73%	76%	78%

Grade 10 – Student Achievement Goals/Targets as measured by ITED

Content Area	2009-2010 Baseline	2010-2011 Goal Target	2011-2012 Goal Target	2012-2013 Goal Target
Language Arts	51%	56%	60%	64%
Reading	62%	66%	69%	73%
Mathematics	66%	70%	73%	75%
Science	71%	74%	77%	79%

Grade 11– Student Achievement Goals/Targets as measured by ITED

Content Area	2009-2010 Baseline	2010-2011 Goal Target	2011-2012 Goal Target	2012-2013 Goal Target
Language Arts	67%	70%	73%	76%
Reading	82%	84%	85%	87%
Mathematics	82%	84%	85%	87%
Science	76%	79%	81%	83%

Waiver Request
(Optional- No points awarded)

Louisa-Muscatine Community School District is NOT seeking a waiver.

~~_____ requests a waiver of the requirements listed below. These waivers would allow the _____ that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.~~

~~The _____ believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling the _____ to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.~~

~~**Check all that apply:**~~

~~____ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.~~

~~____ Waive section 1116(b)(12) of the ESEA to permit _____ to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.~~

~~____ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit _____ to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.~~

~~**List the eligible school(s):**~~

~~The _____ will implement the waiver(s) only if the _____ receives a School Improvement Grant.~~

capacity building to better execute the current evaluation system. Teacher artifact gathering and student learning documentation activities will be aligned to the reform efforts.

The junior high and senior high principals and the superintendent have already had conversations aligning ISSL to the reform effort. The principals will be gathering artifacts and student learning results to demonstrate competence in all 6 leadership standards. The high school principal will have a 1/2 time administrative manager. The manager will be responsible for student discipline support and other routine administrative duties. The high school principal will gain more time to be an instructional leader and coach. The administrative manager will assume some responsibilities to also support the junior high principal. The MBAEA trainers have identified a variety of measures for the principals and teachers to use in order to create artifacts and student learning progress data. The current evaluation system, executed properly, will support implementation of the reform effort.

Evaluation system success is enhanced by the coaching resources (MBAEA and district coaches). Principals and teachers will be fully supported by coaches to adequately provide everyone an opportunity to learn the new skills and practices. District leaders modeled the coaching support after the successful Atlanta Public Schools (Georgia) system; Atlanta provides teachers and principals with strategy coaching and high quality professional development (demonstration, practice, feedback, and clear expectations). The model was so successful, Atlanta teachers voted (83%) to implement a groundbreaking performance-based evaluation system.

The Model requires identifying and/or rewarding effective personnel and removing ineffective personnel. The ITQS and ISSL standards clearly articulate administrator and teacher accountability for student learning. After district leadership reviewed the standards, it is apparent the standards cannot be met if student achievement and the learning climate do not improve. The

self efficacy and collective efficacy generated through competency (demonstrating all standards and criteria) is a reward. Through the reform efforts, teachers also will have more effective teaching time each school day. Ineffective teachers or principals will be fairly treated through the intensive assistant phases of the current evaluation system. The new data-driven systems will speed-up the process if anyone is unable to meet the performance standards.

The Model requires high-quality, ongoing, job embedded, and instructionally aligned professional development. The proposal adds internal and external coaches to support teacher acquisition of new knowledge and skills. The coaching in the classroom support has an evidence-base indicating 95% learning transfer rate. The teachers will have at least one hour per week to work in a collaborative content data team to apply and embed their learning and continuously improve instruction. The coaching responsibilities are aligned to the reform strategies. The principals will also be instructional leaders supporting sustainability at the classroom level.

Financial incentives, career opportunities and flexible work conditions. The district is adding the coaching responsibility and intends to sustain the coaching roles after the grant period. This new coaching role is an added career opportunity within the district. The teachers are provided an extra hour per week paid to meet in their data teams. This provides an opportunity to speed-up implementation. After the grant period, the additional team time will no longer be needed. Sufficient time already exists within the school schedule for high performing teams; the grant capacity building (additional hour per week) will assist teams with quickly reaching the high performance teaming level.

Use data to identify and implement an instructional program that is research-based and vertically aligned. DI, PBIS, IDM, literacy strategies, and math strategies are all Iowa

40

Consultation with Relevant Stakeholders
(Required – No points awarded)

The **Louisa-Muscatine Community School District** has consulted with the following

relevant stakeholders, including:

- Board of Directors

- Parents

- Students

- Teachers and Administrators

- School Improvement Advisory Committee (SIAC)

- Superintendents' Advisory (parents and teachers)

- Elementary Building Leadership Team

- Junior High Building Leadership Team

- High School Building Leadership Team

- Louisa-Muscatine Education Association (union)

- Mississippi Bend Area Education Agency

Eligibility Checklist

Use this list to assist you in determining if you have included all necessary components of the grant application and if you have them in the order requested. This checklist does not replace the responsibility of the applicant to meet all stated requirements for application. This list will be used by Department staff to check for application eligibility.

	YES	NO
The cover page is the first page evident on the document and includes all required information.	Yes	
The signature on at least one of the copies submitted is original, not electronically or otherwise mechanically produced.	Yes	
One original and two copies are submitted.	Yes	
The application, in hard copy form, is submitted by May 21, 2010, 4:30 p.m., to Paul Cahill, Iowa Department of Education.	Yes	
An abstract is included and does not exceed two (2) pages, printed on one (1) side only.	Yes	
All components of the application are included and are in the following order: 1. Cover Sheet 2. Abstract 3. Part 1 • Needs Assessment and Analysis • Capacity • Design and implement Intervention Model 4. Part 2 • Recruit, screen, and select external providers • Alignment of Resources with the Interventions • Policy and Practice Modifications • Budget and Budget Narratives 5. Implementation timeline 6. Annual goals for student achievement 7. Waiver request(s) 8. Consultation with relevant stakeholders 9. Appendices	Yes	
Each page, beginning with the first page after the Cover Sheet is **numbered**, not including Appendices.	Yes	
The application in any font size is not smaller than 12-point. **Exception**: tables, charts, and the Cover Sheet may be in a smaller size, but must be clear and easy to read.	Yes	
All narrative is double-spaced. Exception: the abstract, charts, and tables do not have to be double-spaced.	Yes	

APPENDIX A

Three Year Performance Data

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 08 , Reading

School Year *i*	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	22	33.85%	43	66.15%	65
	ELL *i*	Non-ELL	22	33.85%	43	66.15%	65
	Ethnicity *i*	Asian or Pacific Islander *i*	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	1	100.00%	0	0.00%	1
		Hispanic *i*	1	33.33%	2	66.67%	3
		White, not of Hispanic origin *i*	20	33.33%	40	66.67%	60
	FRL *i*	FRL *i*	11	55.00%	9	45.00%	20
		Non-FRL *i*	11	24.44%	34	75.56%	45
	Gender *i*	Female *i*	9	25.00%	27	75.00%	36
		Male *i*	13	44.83%	16	55.17%	29
	IEP *i*	IEP *i*	6	100.00%	0	0.00%	6
		Non-IEP *i*	16	27.12%	43	72.88%	59
	Migrant *i*	Non-Migrant *i*	22	33.85%	43	66.15%	65
	Section 504 Plan *i*	Non-Section 504 Plan *i*	22	33.85%	43	66.15%	65
	Talented and Gifted *i*	Non-Talented and Gifted	22	33.85%	43	66.15%	65
2007-2008	All Students	All Students	36	44.44%	45	55.56%	81
	ELL *i*	Non-ELL	36	44.44%	45	55.56%	81
	Ethnicity *i*	Asian or Pacific Islander *i*	0	0.00%	1	100.00%	1
		Hispanic *i*	3	50.00%	3	50.00%	6
		White, not of Hispanic origin *i*	33	44.59%	41	55.41%	74
	FRL *i*	FRL *i*	19	61.29%	12	38.71%	31
		Non-FRL *i*	17	34.00%	33	66.00%	50
	Gender *i*	Female *i*	12	32.43%	25	67.57%	37
		Male *i*	24	54.55%	20	45.45%	44
	IEP *i*	IEP *i*	10	90.91%	1	9.09%	11
		Non-IEP *i*	26	37.14%	44	62.86%	70
	Migrant *i*	Non-Migrant *i*	36	44.44%	45	55.56%	81
	Section 504 Plan *i*	Section 504 Plan *i*	0	0.00%	2	100.00%	2
		Non-Section 504 Plan *i*	36	45.57%	43	54.43%	79
	Talented and Gifted *i*	Talented and Gifted *i*	0	0.00%	20	100.00%	20
		Non-Talented and Gifted	36	59.02%	25	40.98%	61
2008-2009	All Students	All Students	30	43.48%	39	56.52%	69
	ELL *i*	Non-ELL	30	43.48%	39	56.52%	69
	Ethnicity *i*	Asian or Pacific Islander *i*	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic *i*	1	50.00%	1	50.00%	2
		White, not of Hispanic origin *i*	29	44.62%	36	55.38%	65
	FRL *i*	FRL *i*	16	64.00%	9	36.00%	25
		Non-FRL *i*	14	31.82%	30	68.18%	44
	Gender *i*	Female *i*	15	48.39%	16	51.61%	31
		Male *i*	15	39.47%	23	60.53%	38
	IEP *i*	IEP *i*	4	80.00%	1	20.00%	5
		Non-IEP *i*	26	40.62%	38	59.38%	64
	Migrant *i*	Non-Migrant *i*	30	43.48%	39	56.52%	69
	Section 504 Plan *i*	Section 504 Plan *i*	1	33.33%	2	66.67%	3
		Non-Section 504 Plan *i*	29	43.94%	37	56.06%	66
	Talented and Gifted *i*	Talented and Gifted *i*	1	11.11%	8	88.89%	9
		Non-Talented and Gifted	29	48.33%	31	51.67%	60

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 08 , Math

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	22	33.33%	44	66.67%	66
	ELL	Non-ELL	22	33.33%	44	66.67%	66
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	1	33.33%	2	66.67%	3
		White, not of Hispanic origin	21	34.43%	40	65.57%	61
	FRL	FRL	10	50.00%	10	50.00%	20
		Non-FRL	12	26.09%	34	73.91%	46
	Gender	Female	13	35.14%	24	64.86%	37
		Male	9	31.03%	20	68.97%	29
	IEP	IEP	5	83.33%	1	16.67%	6
		Non-IEP	17	28.33%	43	71.67%	60
	Migrant	Non-Migrant	22	33.33%	44	66.67%	66
	Section 504 Plan	Non-Section 504 Plan	22	33.33%	44	66.67%	66
	Talented and Gifted	Non-Talented and Gifted	22	33.33%	44	66.67%	66
2007-2008	All Students	All Students	36	45.57%	43	54.43%	79
	ELL	Non-ELL	36	45.57%	43	54.43%	79
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	4	66.67%	2	33.33%	6
		White, not of Hispanic origin	32	44.44%	40	55.56%	72
	FRL	FRL	19	61.29%	12	38.71%	31
		Non-FRL	17	35.42%	31	64.58%	48
	Gender	Female	13	37.14%	22	62.86%	35
		Male	23	52.27%	21	47.73%	44
	IEP	IEP	10	90.91%	1	9.09%	11
		Non-IEP	26	38.24%	42	61.76%	68
	Migrant	Non-Migrant	36	45.57%	43	54.43%	79
	Section 504 Plan	Section 504 Plan	1	50.00%	1	50.00%	2
		Non-Section 504 Plan	35	45.45%	42	54.55%	77
	Talented and Gifted	Talented and Gifted	0	0.00%	19	100.00%	19
		Non-Talented and Gifted	36	60.00%	24	40.00%	60
2008-2009	All Students	All Students	25	36.23%	44	63.77%	69
	ELL	Non-ELL	25	36.23%	44	63.77%	69
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	1	50.00%	1	50.00%	2
		White, not of Hispanic origin	24	36.92%	41	63.08%	65
	FRL	FRL	15	60.00%	10	40.00%	25
		Non-FRL	10	22.73%	34	77.27%	44
	Gender	Female	11	35.48%	20	64.52%	31
		Male	14	36.84%	24	63.16%	38
	IEP	IEP	3	60.00%	2	40.00%	5
		Non-IEP	22	34.38%	42	65.62%	64
	Migrant	Non-Migrant	25	36.23%	44	63.77%	69
	Section 504 Plan	Section 504 Plan	2	66.67%	1	33.33%	3
		Non-Section 504 Plan	23	34.85%	43	65.15%	66
	Talented and Gifted	Talented and Gifted	0	0.00%	9	100.00%	9
		Non-Talented and Gifted	25	41.67%	35	58.33%	60

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 08 , Science

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	14	21.21%	52	78.79%	66
	ELL	Non-ELL	14	21.21%	52	78.79%	66
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	1	100.00%	0	0.00%	1
		Hispanic	0	0.00%	3	100.00%	3
		White, not of Hispanic origin	13	21.31%	48	78.69%	61
	FRL	FRL	8	40.00%	12	60.00%	20
		Non-FRL	6	13.04%	40	86.96%	46
	Gender	Female	7	18.92%	30	81.08%	37
		Male	7	24.14%	22	75.86%	29
	IEP	IEP	5	83.33%	1	16.67%	6
		Non-IEP	9	15.00%	51	85.00%	60
	Migrant	Non-Migrant	14	21.21%	52	78.79%	66
	Section 504 Plan	Non-Section 504 Plan	14	21.21%	52	78.79%	66
	Talented and Gifted	Non-Talented and Gifted	14	21.21%	52	78.79%	66
2008-2009	All Students	All Students	20	28.99%	49	71.01%	69
	ELL	Non-ELL	20	28.99%	49	71.01%	69
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	1	50.00%	1	50.00%	2
		White, not of Hispanic origin	19	29.23%	46	70.77%	65
	FRL	FRL	9	36.00%	16	64.00%	25
		Non-FRL	11	25.00%	33	75.00%	44
	Gender	Female	8	25.81%	23	74.19%	31
		Male	12	31.58%	26	68.42%	38
	IEP	IEP	3	60.00%	2	40.00%	5
		Non-IEP	17	26.56%	47	73.44%	64
	Migrant	Non-Migrant	20	28.99%	49	71.01%	69
	Section 504 Plan	Section 504 Plan	1	33.33%	2	66.67%	3
		Non-Section 504 Plan	19	28.79%	47	71.21%	66
	Talented and Gifted	Talented and Gifted	1	11.11%	8	88.89%	9
		Non-Talented and Gifted	19	31.67%	41	68.33%	60
2007-2008	All Students	All Students	34	41.98%	47	58.02%	81
	ELL	Non-ELL	34	41.98%	47	58.02%	81
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	5	83.33%	1	16.67%	6
		White, not of Hispanic origin	29	39.19%	45	60.81%	74
	FRL	FRL	19	61.29%	12	38.71%	31
		Non-FRL	15	30.00%	35	70.00%	50
	Gender	Female	10	27.03%	27	72.97%	37
		Male	24	54.55%	20	45.45%	44
	IEP	IEP	10	90.91%	1	9.09%	11
		Non-IEP	24	34.29%	46	65.71%	70
	Migrant	Non-Migrant	34	41.98%	47	58.02%	81
	Section 504 Plan	Section 504 Plan	1	50.00%	1	50.00%	2
		Non-Section 504 Plan	33	41.77%	46	58.23%	79
	Talented and Gifted	Talented and Gifted	0	0.00%	20	100.00%	20
		Non-Talented and Gifted	34	55.74%	27	44.26%	61

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 11 , Reading

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	20	25.00%	60	75.00%	80
	ELL	Non-ELL	20	25.00%	60	75.00%	80
	Ethnicity	Asian or Pacific Islander	1	100.00%	0	0.00%	1
		Hispanic	0	0.00%	1	100.00%	1
		White, not of Hispanic origin	19	24.36%	59	75.64%	78
	FRL	FRL	7	38.89%	11	61.11%	18
		Non-FRL	13	20.97%	49	79.03%	62
	Gender	Female	8	27.59%	21	72.41%	29
		Male	12	23.53%	39	76.47%	51
	IEP	IEP	7	53.85%	6	46.15%	13
		Non-IEP	13	19.40%	54	80.60%	67
	Migrant	Non-Migrant	20	25.00%	60	75.00%	80
	Section 504 Plan	Non-Section 504 Plan	20	25.00%	60	75.00%	80
	Talented and Gifted	Non-Talented and Gifted	20	25.00%	60	75.00%	80
2007-2008	All Students	All Students	23	29.87%	54	70.13%	77
	ELL	Non-ELL	23	29.87%	54	70.13%	77
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	2	40.00%	3	60.00%	5
		White, not of Hispanic origin	21	29.58%	50	70.42%	71
	FRL	FRL	7	36.84%	12	63.16%	19
		Non-FRL	16	27.59%	42	72.41%	58
	Gender	Female	5	13.51%	32	86.49%	37
		Male	18	45.00%	22	55.00%	40
	IEP	IEP	8	100.00%	0	0.00%	8
		Non-IEP	15	21.74%	54	78.26%	69
	Migrant	Non-Migrant	23	29.87%	54	70.13%	77
	Section 504 Plan	Non-Section 504 Plan	23	29.87%	54	70.13%	77
	Talented and Gifted	Talented and Gifted	1	10.00%	9	90.00%	10
		Non-Talented and Gifted	22	32.84%	45	67.16%	67
2008-2009	All Students	All Students	32	41.03%	46	58.97%	78
	ELL	Non-ELL	32	41.03%	46	58.97%	78
	Ethnicity	Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	3	75.00%	1	25.00%	4
		White, not of Hispanic origin	29	39.73%	44	60.27%	73
	FRL	FRL	12	50.00%	12	50.00%	24
		Non-FRL	20	37.04%	34	62.96%	54
	Gender	Female	14	36.84%	24	63.16%	38
		Male	18	45.00%	22	55.00%	40
	IEP	IEP	10	83.33%	2	16.67%	12
		Non-IEP	22	33.33%	44	66.67%	66
	Migrant	Non-Migrant	32	41.03%	46	58.97%	78
	Section 504 Plan	Section 504 Plan	2	50.00%	2	50.00%	4
		Non-Section 504 Plan	30	40.54%	44	59.46%	74
	Talented and Gifted	Talented and Gifted	0	0.00%	10	100.00%	10
		Non-Talented and Gifted	32	47.06%	36	52.94%	68

56

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 11 , Math

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	26	32.50%	54	67.50%	80
	ELL	Non-ELL	26	32.50%	54	67.50%	80
	Ethnicity	Asian or Pacific Islander	1	100.00%	0	0.00%	1
		Hispanic	0	0.00%	1	100.00%	1
		White, not of Hispanic origin	25	32.05%	53	67.95%	78
	FRL	FRL	10	55.56%	8	44.44%	18
		Non-FRL	16	25.81%	46	74.19%	62
	Gender	Female	14	48.28%	15	51.72%	29
		Male	12	23.53%	39	76.47%	51
	IEP	IEP	8	61.54%	5	38.46%	13
		Non-IEP	18	26.87%	49	73.13%	67
	Migrant	Non-Migrant	26	32.50%	54	67.50%	80
	Section 504 Plan	Non-Section 504 Plan	26	32.50%	54	67.50%	80
	Talented and Gifted	Non-Talented and Gifted	26	32.50%	54	67.50%	80
2007-2008	All Students	All Students	18	23.38%	59	76.62%	77
	ELL	Non-ELL	18	23.38%	59	76.62%	77
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	0	0.00%	5	100.00%	5
		White, not of Hispanic origin	18	25.35%	53	74.65%	71
	FRL	FRL	5	26.32%	14	73.68%	19
		Non-FRL	13	22.41%	45	77.59%	58
	Gender	Female	6	16.22%	31	83.78%	37
		Male	12	30.00%	28	70.00%	40
	IEP	IEP	6	75.00%	2	25.00%	8
		Non-IEP	12	17.39%	57	82.61%	69
	Migrant	Non-Migrant	18	23.38%	59	76.62%	77
	Section 504 Plan	Non-Section 504 Plan	18	23.38%	59	76.62%	77
	Talented and Gifted	Talented and Gifted	0	0.00%	10	100.00%	10
		Non-Talented and Gifted	18	26.87%	49	73.13%	67
2008-2009	All Students	All Students	27	34.62%	51	65.38%	78
	ELL	Non-ELL	27	34.62%	51	65.38%	78
	Ethnicity	Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	1	25.00%	3	75.00%	4
		White, not of Hispanic origin	26	35.62%	47	64.38%	73
	FRL	FRL	12	50.00%	12	50.00%	24
		Non-FRL	15	27.78%	39	72.22%	54
	Gender	Female	16	42.11%	22	57.89%	38
		Male	11	27.50%	29	72.50%	40
	IEP	IEP	8	66.67%	4	33.33%	12
		Non-IEP	19	28.79%	47	71.21%	66
	Migrant	Non-Migrant	27	34.62%	51	65.38%	78
	Section 504 Plan	Section 504 Plan	1	25.00%	3	75.00%	4
		Non-Section 504 Plan	26	35.14%	48	64.86%	74
	Talented and Gifted	Talented and Gifted	0	0.00%	10	100.00%	10
		Non-Talented and Gifted	27	39.71%	41	60.29%	68

Louisa-Muscatine Jr-Sr High School (3841-0109) : Grade 11 , Science

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2006-2007	All Students	All Students	18	22.50%	62	77.50%	80
	ELL	Non-ELL	18	22.50%	62	77.50%	80
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	0	0.00%	1	100.00%	1
		White, not of Hispanic origin	18	23.08%	60	76.92%	78
	FRL	FRL	4	22.22%	14	77.78%	18
		Non-FRL	14	22.58%	48	77.42%	62
	Gender	Female	7	24.14%	22	75.86%	29
		Male	11	21.57%	40	78.43%	51
	IEP	IEP	8	61.54%	5	38.46%	13
		Non-IEP	10	14.93%	57	85.07%	67
	Migrant	Non-Migrant	18	22.50%	62	77.50%	80
	Section 504 Plan	Non-Section 504 Plan	18	22.50%	62	77.50%	80
	Talented and Gifted	Non-Talented and Gifted	18	22.50%	62	77.50%	80
2007-2008	All Students	All Students	18	23.38%	59	76.62%	77
	ELL	Non-ELL	18	23.38%	59	76.62%	77
	Ethnicity	Asian or Pacific Islander	0	0.00%	1	100.00%	1
		Hispanic	2	40.00%	3	60.00%	5
		White, not of Hispanic origin	16	22.54%	55	77.46%	71
	FRL	FRL	6	31.58%	13	68.42%	19
		Non-FRL	12	20.69%	46	79.31%	58
	Gender	Female	7	18.92%	30	81.08%	37
		Male	11	27.50%	29	72.50%	40
	IEP	IEP	6	75.00%	2	25.00%	8
		Non-IEP	12	17.39%	57	82.61%	69
	Migrant	Non-Migrant	18	23.38%	59	76.62%	77
	Section 504 Plan	Non-Section 504 Plan	18	23.38%	59	76.62%	77
	Talented and Gifted	Talented and Gifted	0	0.00%	10	100.00%	10
		Non-Talented and Gifted	18	26.87%	49	73.13%	67
2008-2009	All Students	All Students	25	32.05%	53	67.95%	78
	ELL	Non-ELL	25	32.05%	53	67.95%	78
	Ethnicity	Black, not of Hispanic origin	0	0.00%	1	100.00%	1
		Hispanic	1	25.00%	3	75.00%	4
		White, not of Hispanic origin	24	32.88%	49	67.12%	73
	FRL	FRL	10	41.67%	14	58.33%	24
		Non-FRL	15	27.78%	39	72.22%	54
	Gender	Female	9	23.68%	29	76.32%	38
		Male	16	40.00%	24	60.00%	40
	IEP	IEP	8	66.67%	4	33.33%	12
		Non-IEP	17	25.76%	49	74.24%	66
	Migrant	Non-Migrant	25	32.05%	53	67.95%	78
	Section 504 Plan	Section 504 Plan	2	50.00%	2	50.00%	4
		Non-Section 504 Plan	23	31.08%	51	68.92%	74
	Talented and Gifted	Talented and Gifted	1	10.00%	9	90.00%	10
		Non-Talented and Gifted	24	35.29%	44	64.71%	68

58

APPENDIX B

2010-2011 Professional Development Calendar

Date *Bold-Full Day*	Elementary Topic	Junior High Topic	Senior High Topic
08/19/2010	New Staff Inservice	New Staff Inservice	New Staff Inservice
08/20/2010	New Staff Inservice	New Staff Inservice	New Staff Inservice
08/23/2010	K-12 Curriculum Notebooks/postings sometime in these pre days		
08/24/2010	K-12 Orientation – JR/SR High Transformation Model & Reform (30 minutes)		
		AM: Differentiation with AEA 8:00-11:30	AM: Differentiation with AEA 8:00-11:30
08/25/2010	PM: PBIS with AEA/Dist. PBIS Leadership Team 1:00-3:50	PM: PBIS with AEA/Dist. PBIS Leadership Team 1:00-3:50	PM: PBIS with AEA/Dist. PBIS Leadership Team 1:00-3:50
08/30/2010		Differentiation with AEA	Differentiation with AEA
09/13/2010		Differentiation with AEA	Differentiation with AEA
09/20/2010	PBIS	PBIS	PBIS
09/27/2010	K-12 Update – JR/SR High Transformation Model & Reform (60 minutes)		
10/04/2010		Differentiation with AEA	Differentiation with AEA
10/11/2010	A.M.: P.M.: K-12 Curriculum 1:00-3:50	AM: Differentiation with AEA 8:00-11:30 P.M.: K-12 Curriculum 1:00-3:50	AM: Differentiation with AEA 8:00-11:30 P.M.: K-12 Curriculum 1:00-3:50
10/18/2010	PBIS	PBIS	PBIS
10/25/2010	SIG grant update with building leadership teams		
11/01/2010		Differentiation with AEA	Differentiation with AEA
11/08/2010	K-12 Update – JR/SR High Transformation Model & Reform (60 minutes)		
11/15/2010	K-12 Update – JR/SR High Transformation Model & Reform (30 minutes)		
11/29/2010		Differentiation with AEA	Differentiation with AEA
12/06/2010		Differentiation with AEA	Differentiation with AEA
12/13/2010	PBIS	PBIS	PBIS
01/03/2011		Differentiation with AEA	Differentiation with AEA
01/10/2011	K-12 Update – JR/SR High Transformation Model & Reform (60 minutes)		
01/17/2011	A.M.: K-12 Curriculum 8:00-11:30	A.M.: K-12 Curriculum 8:00-11:30 2:20: Grading	A.M.: K-12 Curriculum 8:00-11:30 2:20: Grading
01/24/2011	PBIS	PBIS	PBIS

Date **Bold-Full Day**	Elementary Topic	Junior High Topic	Senior High Topic
01/31/2011		Differentiation with AEA	Differentiation with AEA
02/07/2011		Differentiation with AEA	Differentiation with AEA
02/14/2011	K-12 Update – JR/SR High Transformation Model & Reform (60 minutes)		
02/28/2011	PBIS	PBIS	PBIS
03/07/2011		Differentiation with AEA	Differentiation with AEA
03/14/2011		AM: Differentiation with AEA 8:00-11:30	AM: Differentiation with AEA 8:00-11:30
03/21/2011	PBIS	PBIS	PBIS
03/28/2011	K-12 Curriculum	K-12 Curriculum	K-12 Curriculum
04/04/2011		Differentiation with AEA	Differentiation with AEA
04/11/2011	K-12 Update – JR/SR High Transformation Model & Reform (60 minutes)		
04/18/2011	PBIS	PBIS	PBIS
05/02/2011		Differentiation with AEA	Differentiation with AEA
05/09/2011	SIG grant finalize year 2 activities with building leadership teams		
05/16/2011	PBIS	PBIS	PBIS
05/23/2011	SIG grant finalize year 2 activities with building leadership teams		
05/31/2011	**K-12 Celebration – JR/SR High Transformation Model & Reform (60 minutes)**		

Summer Work: K-12 Curriculum

National Implementation Research Network

Resource Guide

Presented by Melissa Van Dyke
Director of Technical Assistance

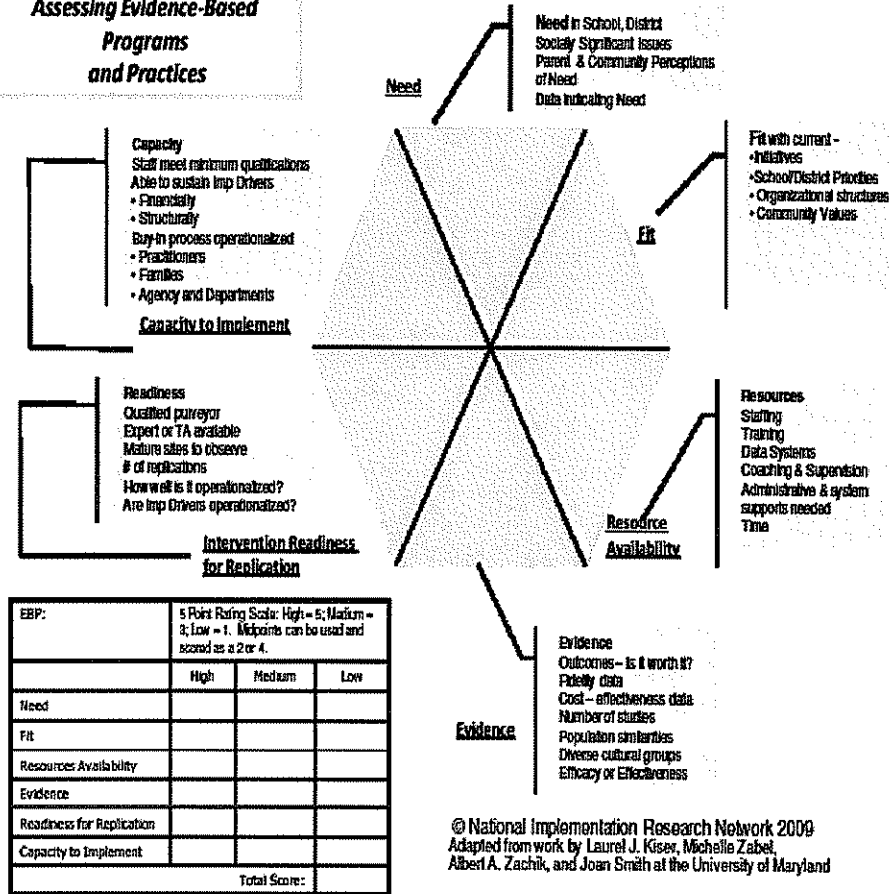# Implementation and Scale-up of Effective Educational Practices

2010 AREA 9 SUPERINTENDENTS SPRING RETREAT

May 4, 2010

Workshop Materials

onirn National Implementation Research Network

1

Assessing Evidence-Based Programs and Practices

Need
Need in School, District
Socially Significant Issues
Parent & Community Perceptions of Need
Data Indicating Need

Fit
Fit with current -
- Initiatives
- School/District Priorities
- Organizational structures
- Community Values

Capacity to Implement
Capacity
Staff meet minimum qualifications
Able to sustain Imp Drivers
- Financially
- Structurally
Buy-in process operationalized
- Practitioners
- Families
- Agency and Departments

Intervention Readiness for Replication
Readiness
Qualified purveyor
Expert or TA available
Mature sites to observe
# of replications
How well is it operationalized?
Are Imp Drivers operationalized?

Resource Availability
Resources
Staffing
Training
Data Systems
Coaching & Supervision
Administrative & system supports needed
Time

Evidence
Evidence
Outcomes – Is it worth it?
Fidelity data
Cost – effectiveness data
Number of studies
Population similarities
Diverse cultural groups
Efficacy or Effectiveness

EBP:	5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.		
	High	Medium	Low
Need			
Fit			
Resources Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score:			

© National Implementation Research Network 2009
Adapted from work by Laurel J. Kiser, Michelle Zabel,
Albert A. Zachik, and Joan Smith at the University of Maryland

2

62

Implementation and Scale-up of Effective Practices

Stages of Implementation Analysis

Center for State Implementation and Scaling-Up of Evidence-based Practices (SISEP)

EBP or Evidence-Informed Innovation: _____

This tool provides the planning team with the opportunity to plan for and/or assess the use of stage-based activities to improve the success of implementation efforts for EBPs or evidence-informed innovations. The tool can be used to assess current stage activities (e.g. "We are in the midst of Exploration") or past efforts related to a stage (e.g. "We just completed most of Installation? How did we do? What did we miss?). For activities scored as "Not Yet Initiated" the planning team may wish to:

a) Examine the importance of the activity in relationship to achieving success

b) Identify barriers to completion of the activity

c) Ensure that an action plan is developed (sub-activities, accountable person(s) identified, timeline, evidence of completion) and monitored

Stage-Related Activities for Exploration ☐ Current ☐ Past	In Place (3)	Initiated or Partially in Place (2)	Not Yet Initiated (1)
Form Implementation "Work Group" or Task a Current Group			
Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups			
Analyze Student Data to determine need and prevalence of need			
Select Targeted Areas to address Need (e.g. literacy, math, science, school climate)			
Review and identify programs, practices, interventions that match target area and address need			
Review and discuss "eligible" programs and practices (use the Hexagon) in relation to:			
☐ Need			
☐ Fit			
☐ Resources – Sustainability			
☐ Strength of Evidence			
☐ Readiness for Replication			
☐ Capacity to Implement			
Select programs/practices for continued exploration based on assessment results from above			
Develop methods to promote exploration and assess "buy-in" for range of impacted stakeholders			
Analyze information and results of exploration activities			
Work group makes recommendation to appropriate level (e.g. grade level team, school leadership team, district)			
Average Strength of Exploration Score:			
What should we do to further strengthen our Exploration Process? Are there Exploration Activities we need to revisit? And what are the "next right steps"?			

Implementation and Scale-up of Effective Practices

Stage-Related Activities for Installation ☐ Current ☐ Past	In Place (3)	Initiated or Partially In Place (2)	Not Yet Initiated (1)
Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)			
a) at classroom level			
b) at building level			
c) at District level			
Make structural and functional changes needed to initiate the new program, practice, framework			
a) at classroom levels			
b) at building level			
c) at District level			
Development of selection protocols for "first implementers"			
a) Schools and building administrators			
b) Classrooms/Teachers			
c) Other:			
Selection of "first implementers"			
a) Schools and building administrators			
b) Classrooms/Teachers			
c) Other:			
Identification of Training Resources, logistics			
Training of first cohort of implementers			
a) Teachers			
b) Building administrators			
c) District Staff			
d) Other:			
Develop coaching and support plans at each level			
Evaluate "readiness" and sustainability of data systems at student level			
Evaluate "readiness" and sustainability of fidelity data system			
Analyze and problem-solve around the sustainability of training, coaching, data systems			
Establish communication links to report barriers and facilitators during next stage (e.g. Initial Implementation)			
Average Strength of Installation Score:			
What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the "next right steps" to engage in or revisit Installation Activities?			

Implementation and Scale-up of Effective Practices

Stage-Related Activities for <u>Initial Implementation</u> ☐ Current (monitored at least bi-weekly for first 4 months) ☐ Past	In Place (3)	Initiated or Partially in Place (2)	Not Yet Initiated (1)
Communication plan(s) developed to inform stakeholders of "launch dates", activities, and convey support			
Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each "level" (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next "level" as appropriate)			
Leadership develops support plan to promote persistence			
Written coaching plan developed at relevant levels (school, teacher)			
Coaching system in place (see Best Practices for Coaching Systems)			
Data systems in place for measuring and reporting student outcomes			
Data systems in place for measuring and reporting fidelity			
Document that reviews initial implementation challenges			
Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
f) School Administrative policies and practices			
g) District Administrative policies and practices			
If appropriate, plan for next cohort of "implementers"			
Average Initial Implementation Score			
What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the "next right steps" to engage in or revisit Installation Activities?			

Implementation and Scale-up of Effective Practices

Stage-Related Activities for Full Implementation ☐ Current (every 6 months) ☐ Past (when there has been a shift back to Initial Implementation due to turnover)	In Place (3)	Initiated or Partially In Place (2)	Not Yet Initiated (1)
Monitoring and support systems are in place for each Implementation Driver:			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
Feedback process from teachers to Building administrators in place and functional (e.g. teacher participation on School Leadership and Implementation Teams, changes facilitate best practices)			
Feedback process from school(s) to District administration in place and functional (e.g. Parent, Teacher, School participation on District Team)			
Feedback process form District(s) to State and/or to TA support is in place and functional. (e.g. system in place for Districts to feed information and feedback to appropriate State and/or TA entities)			
School Implementation and Leadership uses data to make decisions (student achievement, behavior, and fidelity)			
Improvement processes are employed to address issues through the use of data, development of plans, monitoring of plan execution and assessment of results			
Average Initial Implementation Score			
What might we do to further strengthen and maintain Full Implementation? Are there Activities we need to revisit? And what are the "next right steps" to engage in or revisit Full Implementation Activities?			

Implementation and Scale-up of Effective Practices

Stage-Related Activities for Innovation ☐ Current (have been at Full Implementation with Fidelity for at least one complete school year)	In Place (3)	Initiated or Partially in Place (2)	Not Yet Initiated (1)
Operation at high fidelity for one school year before engaging in "Innovation" activities			
Consult with curriculum developers, TA experts, and literature regarding proposed innovations and likely impact on outcomes			
Guidance document developed to detail the conditions under which "innovations" are considered (e.g. High fidelity for X amount of time before innovations are considered, data needed to validate)			
Innovation zones designated (e.g. classrooms, schools) based on criteria in guidance document			
Data demonstrate that innovation is either a) achieves better outcomes for students or b) achieves same outcomes but process is less burdensome to teachers and administrators			
School and/or District Implementation and Leadership Team reviews the proposed innovation for potential for integration			
For data-based innovations qualifying for or selected for integrated into the classrooms/schools, each Driver is modified to support the change:			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
f) School Administrative policies and practices			
g) District Administrative policies and practices			
Data monitoring (outcomes and fidelity) is increased for the first year of implementation on a schedule specified by the relevant team(s)			
Average Innovation Score			
What might we do to ensure that functional innovations are nurtured and integrated? Are there Innovation Stage-Related Activities we need to revisit? And what are the "next right steps" to engage in or revisit related to Innovation?			

Implementation and Scale-up of Effective Practices

Implementation Drivers - Best Practices
©National Implementation Research Network
Karen A. Blase, Melissa K. Van Dyke, Dean L. Fixsen
July 2009

The Implementation Drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for an evidence-based program or practice (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Since sound and effective implementation requires change at the practice, organization and systems level, processes must be purposeful to create change in the knowledge, behavior, and attitudes of all the human service professionals and partners involved.

The Implementation Drivers are reviewed here in terms of 'best practices' to improve and achieve competence and confidence of the persons who will be involved in implementing the new way of work (e.g. practitioners, trainers, supervisors, case managers, etc.) and the organizations and systems that host and support Evidence-based Programs (e.g. agencies, providers, Government entities, collaborative groups).

It is recommended that an Implementation team that knows the intervention well use this tool as a way to discuss the practice, organizational and systems change they are guiding. Engaging program developers in this process with community members who are charged with successful implementation can yield a useful and enlightening discussion that will not only impact program quality but also programmatic sustainability.

The Team using the Checklist also will want to discuss the importance and perceived cost-benefit of fully utilizing the best practices related to each Driver as well as the degree to which the Team has 'control' over each Driver and the associated 'best practices'. When the best practices cannot be adhered to, then the Team needs to be confident that weaknesses in one Driver are being *compensated for* by robust application of other Drivers. For example, if skill-based training is not offered with qualified behavior rehearsal leaders who know the intervention well, then coaches will likely need to further develop the basic skills of the person they are coaching.

Overall, these Drivers are viewed through an Implementation Lens – after all most organizations would say that they already recruit and select staff, provide orientation and some training, supervise their staff, etc. But what do these Drivers look like when they are focused on *Effective Implementation Practices* designed to create practice, organizational, and systems change.

Implementation and Scale-up of Effective Practices

Implementation Drivers - Best Practices

©National Implementation Research Network

Position: _____	In Place	Partially In Place	Not In Place	Notes:
Recruitment and Selection:				
Job description clarity re: accountability and expectations				
Pre-Requisites are related to "new practices" and expectations (e.g. basic group management skills)				
Interactive Interview Process:				
• Behavioral vignettes and Behavior Rehearsals				
• Assessment of ability to accept feedback				
• Assessment of ability to change own behavior				
Interviewers who understand the skills and abilities needed and can assess applicants accurately.				
Feed forward of interview data to training staff & supervisors & coaches				
Feedback from exit interviews, training data, opinions of supervisors & coaches, and staff evaluation data to evaluate effectiveness of this Driver				
Average Percent of Recruitment and Selection Items in Each Category				
Pre-Service and In-Service Training:				
Timely (criteria: Training occurs before the person attempts to or is required to use the new program or practice)				
Theory grounded (adult learning)				
Skill-based				
• Behavior Rehearsals vs. Role Plays				
• Qualified Rehearsal Leaders who are Content Experts				
• Practice to Criteria				
Feed Forward of pre/post data to Coaches/Supervisors				
Feedback of pre/post data to Selection and Recruitment				
Outcome data collected and analyzed (pre and post testing) of knowledge				
Trainers have been trained and coached				
Fidelity measures collected and analyzed (e.g. schedule, content, processes, qualification of trainers)				
Average Percent of Training Items in Each Category				

Implementation and Scale-up of Effective Practices

	In Place	Partially In Place	Not In Place	Notes:
Supervision and Coaching:				
Written Coaching Service Delivery Plan				
Uses multiple sources of information for feedback				
Direct observation of implementation(in person, audio, video)				
Coaching data reviewed to improve other Drivers				
Accountability structure and processes for Coaches				
• Regular review of adherence to Coaching Service Delivery Plan				
• Multiple sources of information for feedback to coaches				
o Satisfaction surveys from those being coached				
o Observations of expert coach				
o Fidelity measures of those being coached				
Ave. Percent of Supervision/Coaching Items in Each Category				
Performance Assessment - Fidelity:				
Transparent Processes – Staff orientation to the performance evaluation process and procedures				
Fidelity measures correlated with positive outcomes are available and used				
Use of Appropriate Data Sources				
Positive recognition processes in place for participation				
Informs other implementation drivers (e.g. how are Selection, Training, and Coaching supporting high fidelity)				
Average Percent of Performance Assessment/Fidelity Items in Each Category				
Decision Support Data Systems:				
Includes intermediate and longer-term outcome measures				
Includes process measures (fidelity)				
Measures are "socially important"				
Data are:				
• Reliable (standardized protocols, trained data gatherers)				
• Reported frequently (e.g. weekly, quarterly)				
• Built into practice routines				
• Collected at actionable units (e.g. practitioner, client, "unit")				
• Widely shared				
• Used to make decisions				
Average Percent of Decision Support Data System Items in Each Category				

Implementation and Scale-up of Effective Practices

	In Place	Partially In Place	Not In Place	Notes:
Facilitative Administrative Supports:				
An internal implementation team within the host agency is formed and functional				
The Team uses feedback and data to make changes in Implementation Drivers				
Revises policies and procedures to support the new way of work				
Solicits Feedback from staff as well as "consumers"				
Reduces internal administrative barriers to quality service and high fidelity implementation				
Average Percent of Facilitative Administration Items in Each Category				
Systems Intervention at the Organizational Level:				
Leadership matches level needed to intervene				
Engages and nurtures multiple "champions" and "opinion leaders"				
Objectively documents barriers				
Makes constructive recommendations				
Develops formal processes to establish PEP – PIP cycles				
Creates time-limited, barrier busting pilots				
• Uses Transformation Zones				
Creates optimism and hope!				
Average Percent of Systems Intervention Items in Each Category				
Quality Implementation Score Summary: Average Percent of Items Across Seven Implementation Drivers for Each Category				

Learn more about the science and practice of Implementation at: www.scalingup.org by reading the Scaling Up Briefs and more about implementation science at http://nirn.fpg.unc.edu/
Access the monograph by Fixsen, Naoom, Blase, Friedman, & Wallace (2005). *Implementation Research: A Synthesis of the Literature* at:
http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/

71

Implementation and Scale-up of Effective Practices

Implementation Teams – What implications does the information regarding implementation teams have to your district's efforts?

Improvement Cycles -- Do we have a formal and regular method for hearing from the 'practice level' about what's working for them and what they need?

What might be barriers and facilitators for developing Practice-Policy feedback cycles to test out the impact of policies and practices to support EBPs?

72

APPENDIX D

Iowa Teaching Standards

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:
a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:
a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student developmental needs, background, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:
a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction.

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:
a. Aligns classroom assessment with instruction.

b. Communicates assessment criteria and standards to all students and parents.

c. Understands and uses the results of multiple assessments to guide planning and instruction.

d. Guides students in goal setting and assessing their own learning.

e. Provides substantive, timely, and constructive feedback to students and parents.

f. Works with other staff and building and district leadership in analysis of student progress.

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

b. Establishes, communicates, models and maintains standards of responsible student behavior.

c. Develops and implements classroom procedures and routines that support high expectations for learning.

d. Uses instructional time effectively to maximize student achievement.

e. Creates a safe and purposeful learning environment.

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

a. Demonstrates habits and skills of continuous inquiry and learning.

b. Works collaboratively to improve professional practice and student learning.

c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

a. Adheres to board policies, district procedures, and contractual obligations.

b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.

c. Contributes to efforts to achieve district and building goals.

d. Demonstrates an understanding of and respect for all learners and staff.

e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa Standards for School Leaders

Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)	Standard #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
The administrator: a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.	The administrator: a. Engages family and community by promoting shared responsibility for student learning and support of the education system. b. Promotes and supports a structure for family and community involvement in the education system. c. Facilitates the connections of students and families to the health and social services that support a focus on learning. d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)	Standard #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
The administrator: a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced.	The administrator: a. Demonstrates ethical and professional behavior. b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. c. Fosters and maintains caring professional relationships with staff. d. Demonstrates appreciation for and sensitivity to diversity in the school community. e. Is respectful of divergent opinions.
Standard #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)	Standard #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)
The administrator: a. Complies with state and federal mandates and local board policies. b. Recruits, selects, inducts, and retains staff to support quality instruction. c. Addresses current and potential issues in a timely manner. d. Manages fiscal and physical resources responsibly, efficiently, and effectively. e. Protects instructional time by designing and managing operational procedures to maximize learning. f. Communicates effectively with both internal and external audiences about the operations of the school.	The administrator: a. Collaborates with service providers and other decision-makers to improve teaching and learning. b. Advocates for the welfare of all members of the learning community. c. Designs and implements appropriate strategies to reach desired goals.